DOCUMENT RESUME

ED 207 066 CS 206 578

TITLE	Language Arts Curriculum Guide, K-6. Bulletin 1588.
INSTITUTION	Louisiana State Dept. of Education, Baton Rouge. Div. of Academic Programs.
PUB DATE	81
NOTE	1,180p.; For related documents see CS 206 579-580.
EDRS PRICE	MF09/PC48 Plus Postage.
DESCRIPTORS	Behavioral Objectives; *Classroom Techniques; *Curriculum Design; *Educational Objectives; Elementary Education; *Language Arts; Teaching Guides

ABSTRACT

This curriculum guide outlines the language arts skills, levels of instruction, and suggested classroom activities for instruction from kindergarten through grade six. The first section of the guide contains course content outlines for each grade level, listing learner objectives, the skills associated with these objectives, and the page numbers of related instructional activities that appear in the guide. The second section of the guide is a language arts skills continuum that notes the page numbers of the learning activities and grade levels at which the skills should be introduced, taught, mastered, and maintained. The third section of the guide lists the specific instructional activities, with notes on the content, objective, and appropriate grade level. These instructional activities are offered for vocabulary development, comprehension, oral expression, written expression, study skills and proofreading/editing skills (handwriting, spelling, capitalization, punctuation, and usage). (RL)

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LANGUAGE ARTS CURRICULUM GUIDE

K-6

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BULLETIN 1588

1981

Issued by

Office of Academic Programs

J. KELLY NIX

State Superintendent

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FOREWORD

Act 750 of the 1979 Louisiana Legislature established the Louisiana Competency-Based Education Program. One of the most important provisions of Act 750 is the mandated development and establishment of statewide curriculum standards for required subjects for the public elementary and secondary schools. These curriculum standards include curriculum guides which contain minimum skills, suggested activities, and suggested materials of instruction.

During the 1979-80 school year, curriculum guides for the language arts, grades K-12, were developed by advisory and writing committees representing all levels of professional education and all geographic areas across the State of Louisiana. The major thrust of the curriculum development process in each of the guides has been the establishment of minimum standards for student achievement. The curriculum guides also contain activities designed to stimulate learning for those students capable of progressing beyond the minimums.

During the 1980-81 school year, the Language Arts Curriculum Guides were piloted by teachers in school systems representing the different geographic areas of the state as well as urban, suburban, inner-city, and rural schools. The standard populations involved in the piloting reflected also the ethnic composition of Louisiana's student population. Participants involved in the piloting studies utilized the curriculum guides to determine the effectiveness of the materials that were developed. Based upon the participants' recommendations at the close of the pilot study, revisions were made in the curriculum guides to ensure that they are usable, appropriate, accurate, comprehensive, and relevant.

Following the mandate of Act 750, curriculum standards for all required subjects are now ready for full program implementation. The statewide implementation is not, however, the end of the curriculum development process. A continuing procedure for revising and improving curriculum materials must be instituted to ensure that Louisiana students have an exemplary curriculum available to them--a curriculum that is current, relevant, and comprehensive. Such a curriculum is essential for the achievement of the goal of this administration which is to provide the best possible educational opportunities for each student in the public schools of Louisiana.

I wish to express my personal gratitude and that of the Department of Education to each educator whose efforts and assistance throughout the curriculum development processes have been and continue to be vital to the attainment of our curriculum goals.

J. KELLY NIX

ACKNOWLEDGMENTS

This publication represents the cooperative efforts of personnel in the Bureau of Elementary Education and the Bureau of Curriculum, Inservice, and Staff Development in the Office of Academic Programs, Louisiana State Department of Education. Special recognition goes to Dr. Glenda Lofton, Beth Merrick, and Susan Johnson, Supervisors, who served as chairpersons in the development of the guide. Special commendation goes also to members of the writing team who worked diligently to make this publication a reality.

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RATIONALE

There is a growing desire among educators, legislators and parents for literacy instruction to be given highest priority in the schools. In order to achieve this goal, the state legislature has mandated that some highly specific reading and writing skills be taught, mastered, and tested. Since the mandated skills comprise only a small part of the total communication process, the Language Arts Curriculum committee has expanded the skills listing and has arranged those skills into a course content for each grade level. This arrangement reflects four philosophical principles which the committee believes must underlie all literacy instruction. These four principles are consistent with current research in the language arts.

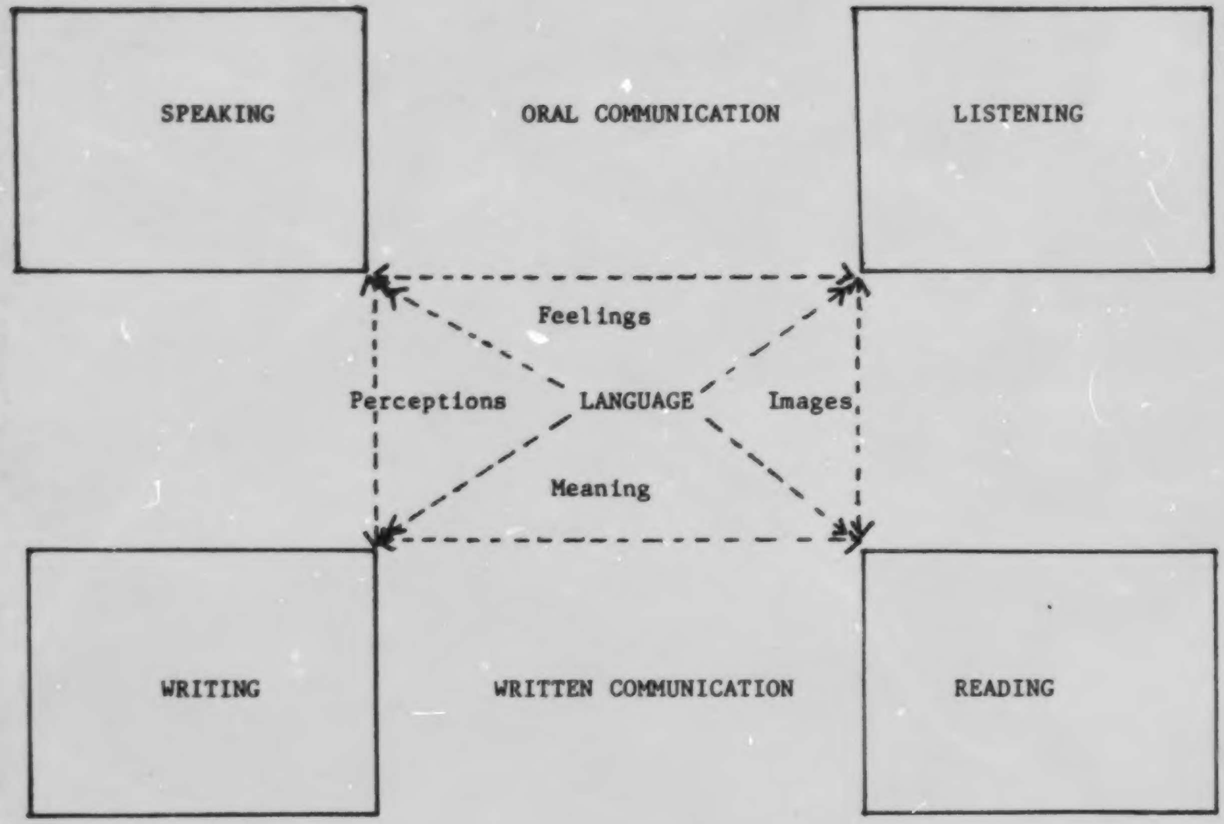
1. Reading, writing, speaking, and listening are inseparable components of the language-communication process. Listening and reading involve comprehension processes; speaking and writing involve production processes. The interrelationship of these components is presented graphically in the communication model on the following page. A speaker or writer may express a message based on ideas, feelings, images, and perceptions by using the complexities of language. The message, transmitted through oral or written channels to a listener or reader is decoded and related to the receiver's own perceptions. These processes are cyclical.

2. Because the language arts are interrelated, reading and writing communication cannot be taught as a set of isolated skills, but instead must be taught in the context of the actual reading and writing processes. Reading skills hierarchies should not dictate a sequence of exercises to be done out of context of the reading process since comprehension is the goal of reading instruction. Likewise, the mechanics of writing are most appropriately taught at the revision stage of the writing process since effective communication is the goal of that process.

3. These four language arts strands are processes rather than content, and with continuing instruction the learner will become more proficient in each area as he progresses through the grades. At the junior high secondary levels, specific literary selections and grammar exercises serve as a means of promoting achievement in the receptive and expressive processes--for these are the life skills, the learner's tools for acquiring and transmitting all further learning.

4. All varieties of language have value and are useful in different situations and with different audiences. However, to insure a common medium for cross-cultural communication in the worlds of business and government that touch us all, schools must provide the opportunity for children to learn and practice standard English patterns.

INTERRELATED COMMUNICATION MODEL


SPEAKING
ORAL COMMUNICATION
LISTENING
Feelings
Perceptions
LANGUAGE
Images
Meaning
WRITING
WRITTEN COMMUNICATION
READING

HOW TO USE THE GUIDE

The four principles presented in the rationale provide the philosophical basis for the teacher for whom this guide has been designed. The interrelatedness of all areas of language arts is a primary focus of the program. The three major segments are the course content for each grade level, the skills continuum, and the suggested activities. In order to use this document effectively, the teacher must become familiar with each section and its relationship to other elements of the program.

I. COURSE CONTENT

The course content pages are the key to the effective use of this guide. Objectives and their corresponding skills are the framework for a year's work in Language Arts. The following chart explains the structure of the course content pages:

1. Broad divisions repeated at each grade level
    - a. Reception - Reading/Listening
    - b. Expression - Writing/Speaking
    - c. Aids to Comprehension and Expression
2. Major Concepts - the general skill area
3. Learner objectives - what the child is to learn
4. Skills - specific things to teach
5. Activity pages - ideas for teaching the skills

Example:

	① Reception - Reading/Listening	
② Vocabulary Development		
③ I. Develops skills to use in future decoding of words	④ A. Uses auditory discrimination	⑤
	****1. To identify environmental sounds	241
	****2. To distinguish sounds--loud and soft, high and low, like and different	241

The activity page numbers to the right of a particular skill denote activities designed specifically for teaching that skill. The activities progress from simple to more complex and are designed to meet the needs of a variety of learners. It is the responsibility of the teacher to select the activity most appropriate for the learner.

Three specific points should be stated here:

1. The course content for each grade level contains skills in addition to those in the minimum standards in an attempt to present average, on-grade level content rather than minimum content.
2. The teacher can adjust this on-grade level course content for students performing below or above grade level by using the types of activities designed for lower or higher grades, and by selecting classroom materials appropriate to the student performance level.
3. The sequence of concepts in the course content provides readability and logical order only and does not imply instructional sequence. The effective teacher will, in keeping with the rationale of this guide, interrelate the various concepts as classroom teaching plans are developed.

II. SKILLS CONTINUUM

Because the language arts curriculum has been designed to complement the concept of the minimum standards for reading and writing, those skills have been incorporated into this guide for easier access and have been coded to indicate the grade level at which they should be introduced (*), developed (**), mastered (***), and maintained (****).

III. SUGGESTED ACTIVITIES

Activities developed to support the course content are given as samples to illustrate the integrative rather than isolated, approached to skills development. Most are appropriate to more than one grade level and, consequently, all have been placed together providing a pool of instructional activities from which teacher may draw. The numbers in the upper right of each activity page suggest the grade level for which the activity seems most appropriate.

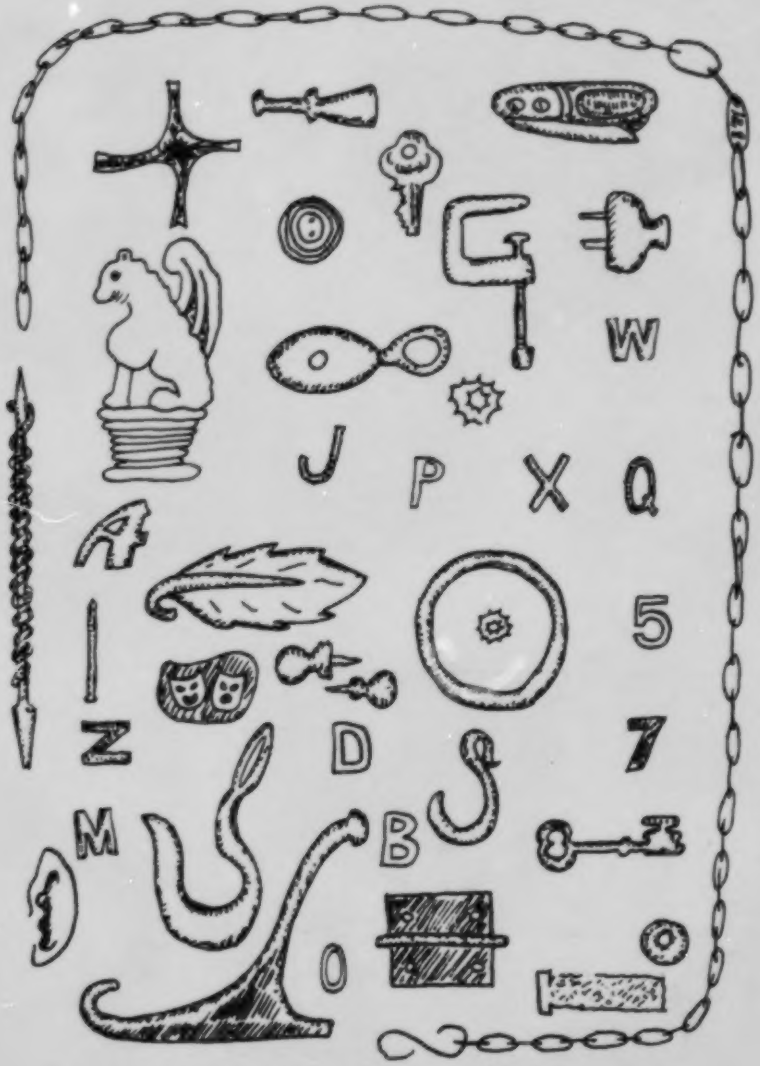
Each activity is presented under a major content heading. A performance objective supporting the broader learner objectives, as stated in the grade level course content, is presented to guide specific lesson planning. In keeping with the integrative approach, additional skills that may be developed through a given activity are also listed. Consequently, each activity is keyed to these secondary skills as well as the the primary one.

Most activities in the guide can be adapted to the use of the current textbooks. Teacher are encouraged, however, to inventory the supplementary materials available in their schools with the aim of compiling a list from which additional activities may be drawn. Because a wide range of learning styles exists in every classroom, a store of instructional procedures to broaden and enrich the experiences of learners is needed to fully meet the needs of all pupils.

A CHALLENGE TO TEACHERS

The Language Arts Curriculum Guide contained in the following pages is an ambitious attempt to ensure a comprehensive program in English language communication for every child in the schools of Louisiana. It exists for the benefit of those children and their teachers, and its effectiveness will depend upon the dedicated efforts of those who use it. For the program to succeed there must be careful, consistent monitoring of skills mastery and there must be an openness to ongoing development of new instructional approaches.

COURSE CONTENT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COURSE CONTENT

KINDERGARTEN AND/OR FIRST GRADE

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
Vocabulary Development		
I. Develops skills to use in future decoding of words	A. Uses auditory discrimination	
	***1. To identify environmental sounds	241
	***2. To distinguish sounds--loud and soft, high and low, like and different	241
	*3. To differentiate rhyming and non-rhyming words	244
	4. To match and identify beginning sounds	243
	B. Uses visual discrimination	
	***1. To distinguish likenesses and differences	
	a. In primary colors	247
	b. In sizes	249
	c. In shapes	250
	d. In directions	251, 252
	***2. To distinguish, identify, and match uppercase and lowercase letters and numerals 1-10	254, 255
II. Uses vocabulary acquisition skills to enlarge listening and speaking vocabularies	***A. Labels common objects in the environment and pictures	207, 209
	*B. Classifies common objects	207, 209

COURSE CONTENT

KINDERGARTEN AND/OR FIRST GRADE

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	*C. Describes simple objects	207, 208
	D. Understands and demonstrates spatial concepts	
	*1. Above/below, behind/in front, top/bottom, left/right	213
	2. First/middle/last, up/down	213
	E. Identifies opposites	212
	*F. Identifies words for feelings	236
Literal Comprehension		
I. Listens for details	*A. Recalls details	310
II. Recognizes patterns and sequences of ideas	*A. Follows and recalls story sequence	317
	*B. Sequences pictures	463
III. Uses auditory memory	*A. Follows simple oral directions	355, 438
	B. Recalls phone number	309
	*C. Recalls address	309, 506

COURSE CONTENT

KINDERGARTEN AND/OR FIRST GRADE

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
Interpretive Comprehension		
I. Listens to make predictions and draw conclusions	*A. Tells story endings	
	1. By making predictions	321
	2. By drawing conclusions	324
Critical Comprehension and Appreciation		
I. Develops the ability to listen critically	*A. Distinguishes fact from fantasy (real from make-believe)	341
II. Looks at and listens to books for pleasure and information	*A. Selects books for free time	437
	B. Shares books and contents	437
	C. Visits library frequently	437
Creative Comprehension		
I. Heightens anticipation and expectation	A. Relates personal experience to what is heard and read	348

COURSE CONTENT

KINDERGARTEN AND/OR FIRST GRADE

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
II. Does something with what is heard	A. Elaborates on a story	
	1. By asking questions about things the author did not tell	350
	2. By adding or changing story ideas	350
	B. Transforms or rearranges story into other forms	
	1. By drawing pictures of stories	351
	2. By dramatizing stories	351
	3. By composing group poems or other literary forms based on the story	351

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
Oral Expression		
I. Develops the ability to organize and express ideas in informal speaking situations	A. Uses description	
	*1. To communicate ideas	436
	*2. To designate locations	357
	*3. For sensory perceptions	359

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
	*4. For color words	359
	*5. a. To express emotions	361
	b. To identify emotional reactions (happy, sad, angry)	362
	*6. To describe shapes, sizes, people, and animals	363
	*7. To describe imaginary animals, people or objects	363
	*8. To make comparisons and contrasts	364
	***9. To talk about objects, pictures, or experiences	208
	B. Uses narration	
	1. To give personal information (whole name, age, name of school, number and names of family members)	365
	2. To develop a sense of story a. Using a series of pictures	367
	b. Summarizing a story sequentially	367
	3. To develop a sense of story using language structure and rhythm	370
	*4. To complete nursery rhymes, jingles, riddles	370

COURSE CONTENT

KINDERGARTEN AND/OR FIRST GRADE

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
	*5. To tell story endings	369
	*6. To create simple stories	368
	C. Uses exposition	
	*1. To explain simple ideas in a complete sentence	371
	*2. To dictate simple signs, labels, captions	419
	*3. To give directions to familiar places	371
	*4. To explain certain tasks	371
	5. To give messages, make announcements and introductions	379
	*D. Uses persuasion to express opinions and viewpoints	380
II. Applies grammatical concepts and understanding of language structure to sentence development and analysis	A. Develops readiness for recognizing parts of speech	
	1. Nouns	
	*a. By identifying families of words	390
	*b. By distinguishing common and proper nouns	391
	2. Adjectives	
	*a. By using descriptive words	572

COURSE CONTENT

KINDERGARTEN AND/OR FIRST GRADE

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
	B. Develops the concept of a sentence	
	*1. Through expressing ideas in a complete sentence	356
	*2. By identifying statements and questions	375
	AIDS TO RECEPTION AND EXPRESSION	
Readiness for Study Skills		
I. Develops habits conducive to study	*A. Listens attentively	435
	B. Carries out simple oral directions	355, 438
	C. Participates in group activities	440
	D. Works independently	440
Readiness for Proofreading and Editing Skills		
I. Develops readiness for writing	*A. Manipulates large crayons, paint brushes and scissors	487
	*B. Demonstrates left-to-right and top-to-bottom orientation	488
	C. Identifies and traces	
	*1. Slanted and straight lines	490

COURSE CONTENT

KINDERGARTEN AND/OR FIRST GRADE

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	*2. Shapes (circle, triangle, square, rectangle, half circle)	490
	*3. Numbers (1-10)	494
	*4. Uppercase and lowercase manuscript letters	495
	*5. Name	496, 505
	*D. Follows a maze	489
	E. Reproduces and writes	
	*1. Shapes	490
	*2. Numbers (1-10)	494
	*3. Letters of the alphabet in uppercase and lowercase	495, 508
	*4. Name	496, 505
II. Develops readiness for spelling	A. Uses phonetic analysis	
	*1. To recognize words that begin with the same letter	507
	*2. To identify and match letter names in uppercase and lowercase	507
	B. Utilizes visual memory	

COURSE CONTENT

KINDERGARTEN AND/OR FIRST GRADE

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	1. In reproducing designs from memory	490
	2. In writing one's name	
	*a. Recognizes and copies first and last name with capital first letters	504, 505
	*b. Spells first name orally	505
	*c. Writes full name from memory	505
	*3. In recognizing address orally and in print	506
	*4. In stating address orally	506
	*5. In identifying 23 high frequency words	518
III. Develops readiness for capitalization	*A. Capitalizes name, days of week, months of year, holidays and addresses	505, 534
IV. Uses standard English patterns in oral language	A. Uses pronouns	
	*1. Singular possessive pronouns: my, mine, his, hers, yours	566
	*2. Subjective pronouns: she, it, you, they	566
	*B. Uses noun forms - singular/plural, regular/irregular	563

COURSE CONTENT 1

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
Vocabulary Development		
I. Utilizes word attack skills to decode common words	A. Uses visual/auditory discrimination	
	***1. In matching uppercase and lowercase letters	255
	2. In identifying sounds and symbols	243, 254
	3. In identifying rhyming words	
	***a. Spoken	244
	*b. Written	245
	B. Uses phonetic analysis	
	1. In identifying consonants by sound and symbol	
	***a. Initial consonants	256
	*b. Final consonants	257
	*c. Initial two-letter consonant blends: bl, br, cl, cr, dr, fl, fr, gl, gr, pl, pr, sk, sl, sm, sn, sp, st, tr	262
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	c. R controlled vowels	268
	d. Final silent e generalization	267

COURSE CONTENT 1

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	C. Uses structural analysis	
	*1. To recognize basal root words	275
	*2. To identify noun endings	
	a. Plurals: s, es	280
	b. Singular possessives	281
	*3. To form verb endings by adding s, ed, d, t, ing	276
	4. To identify inflectional endings with no change in root words	277
	*5. To recognize compound words	284
	*6. To recognize contractions	286
	7. To discriminate one and two syllable words orally	289
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II. Utilizes vocabulary acquisition skills to enlarge listening, speaking, reading and writing vocabulary	A. Uses context clues	214
	B. Identifies basal vocabulary	
	***1. Pre-primer, primer	214
	*2. First reader	214
	*C. Identifies basic sight/high frequency words	215

COURSE CONTENT 1

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	***D. Applies meaning of vocabulary in context at basal reader level	214
	E. Sees relationships	
	***1. In oral classification of pictures and objects	207, 209
	*2. In oral classification of words	210, 230, 326
	F. Compares and interprets pictures	211
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	1. Technical words in content fields	228
	2. Words for feelings	236
	3. Root words	225
Literal Comprehension		
I. Gives the literal meaning	***A. Comprehends words, phrases, sentences (on level)	315
	*B. Comprehends paragraphs, poems, stories	315, 316
II. Identifies main ideas and/or details	*A. Selects titles	312
	***B. Locates and recalls sentence details on level	310

COURSE CONTENT 1

RECEPTION - READING/LISTENING

Learner Objectives		Skills	Activity Page No.
III. Recognizes patterns and sequences of ideas	***A.	Sequences two story events	317
	*B.	Sequences three story events	317
	*C.	Determines cause and effect for stories read by the teacher	322
IV. Follows oral and written directions	***A.	Follows two step oral directions	438
	*B.	Follows simple written directions	439
V. Demonstrates an understanding of the relationship of punctuation to meaning	*A.	Understands and demonstrates use of periods	318
	*B.	Understands and demonstrates use of question marks	318
Interpretive Comprehension			
I. Makes inferences	*A.	Makes inferences for stories read by the teacher	323
II. Predicts outcomes and draws conclusions	***A.	Predicts outcomes in stories read by the teacher and in picture series	321
	*B.	Draws conclusions for stories read by the reacher	324
III. Recognizes story elements	*A.	Describes and dramatizes character traits from stories read by the teacher	329
IV. Perceives relationships	*A.	Classifies words and ideas	326

COURSE CONTENT 1

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
Critical Comprehension and Appreciation		
I. Develops the ability to listen and read critically	*A. Distinguishes fact from fiction in stories read by the teacher	341
II. Listens and reads for pleasure and information	A. Selects books for free time	437
	B. Shares books and readings	437
	C. Visits library frequently	437
Creative Comprehension		
I. Heightens anticipation and expectation	A. Relates personal experiences to what is heard and read	348
II. Does something with what is heard and read	A. Reproduces through oral reading that is fluent, smooth, and correctly phrased	349
	B. Elaborates orally on what is read	
	I. By asking questions about things the author did not tell	350
	2. By adding or changing ideas	350
	C. Transforms or rearranges what is read into other forms	
	1. Art	351
	2. Music	351

COURSE CONTENT 1

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	3. Drama	351
	4. Other literary forms	351
	5. Choral reading	351
	EXPRESSION - WRITING/SPEAKING	
Oral Expression		
I. Develops ability to organize and express ideas in informal speaking situations	A. Uses description	
	1. For sensory perceptions	
	***a. To describe color	359
	***b. To designate location	357
	c. To describe shapes and sizes	363
	d. To describe people and animals	363
	***2. To describe emotions	361, 362
	3. To describe imaginary people, animals, and objects	363
	4. To make comparisons and contrasts	364
	B. Uses narration	
	1. To develop a sense of story through sequence	
	a. By using a picture series	377
	b. By summarizing a story	367

COURSE CONTENT 1

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
	***2. To tell story endings	369
	3. To create simple stories	368
	4. To develop a sense of story through language structure and rhythm	370
	5. To complete nursery rhymes, jingles, riddles	370
	C. Uses exposition	
	1. To explain simple ideas in a complete sentence	371
	2. To dictate simple signs, labels, and options	419
	*3. To tell personal reactions to books	378
	4. To give directions to familiar places	371
	5. To explain certain tasks	371
	6. To give messages, make announcements and introductions	379
	D. Uses persuasion to express opinions and viewpoints	380
Written Expression		
I. Applies grammatical concepts and understanding of language structure to sentence development	A. Recognizes parts of speech	
	1. By identifying nouns as names of people, things, and animals	390

COURSE CONTENT 1

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	ACTIVITY Page No.
	2. By distinguishing common and proper nouns	391
	3. By identifying adjectives as descriptive words	572
	B. Recognizes sentence structure	
	1. By expressing ideas in complete thoughts	356
	2. By identifying statements and questions	385
	C. Utilizes standard English form NOTE: See Aids to Reception and Expression, Proofreading and Editing, Part V, for skills related to correct usage of speech and sentence structure	
II. Develops simple stories and/or multi-sentence compositions	*A. Uses description to tell about people and/or animals	398
	*B. Uses narration	
	1. To write about a sentence using given words about a topic	406
	2. To express ideas from pictures or other stimuli	407
	3. To establish a setting	412
	*C. Uses exposition to copy a class diary	423
III. Develops functional writing skills	*A. Sorts and lists items into categories	420
	*B. Writes lists of related items	420

COURSE CONTENT 1

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
Study Skills		
I. Locates information	*A. Alphabetizes letters in the alphabet	441
	*B. Uses parts of book	
	1. Title page	444
	2. Table of contents	444
	3. Page numbers	444
	*C. Uses graphic materials for references	
	1. Calendar	450
	2. Picture maps	451
	3. Simple charts	454
	D. Uses the library	
	*1. To select books	437
	***2. To sign for books	437
	E. Uses the dictionary (see Vocabulary Development section)	
II. Organizes information	A. Sequences pictures	463
	*B. Sequences logically three to five sentences	463
III. Presents information	A. See Oral and Written Expression sections	

COURSE CONTENT 1

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives		Activity Page No.
IV. Develops habits conducive to study	A. Listens attentively	435
	B. Participates in group activities	440
	C. Works independently	440
Proofreading and Editing Skills		
I. Gives attention to writing form	A. Manipulates	
	***1. Large crayons, paint brushes and scissors	487
	*2. Primary pencil	492
	***B. Demonstrates left-to-right and top-to-bottom orientation	488
	*C. Uses correct posture and paper position	493
	***D. Traces	
	1. Slanted and straight lines	490
	2. Shapes (circle, triangle, square, rectangle, half-circle)	490
	3. Numbers (1-10)	494
	4. Lowercase and uppercase manuscript letters	495
	5. Name	496, 505
	***E. Follows a maze	489

COURSE CONTENT 1

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	F. Reproduces and writes	
	***1. Shapes	490
	***2. Numbers (1-10)	494
	***3. Lowercase and uppercase manuscript letters	495, 508
	4. Name	496, 505
	*5. Simple sentences	499
	G. Writes legibly	
	*1. By using correct letter formation	496, 497, 499
	*2. By using correct spacing between letters and words	496, 497, 499
	*3. By using correct margins	499
II. Follows spelling conventions in own written work	A. Uses phonetic analysis	
	***1. To recognize words that begin with the same letter	507
	***2. To identify and match letter names in lowercase and uppercase	507
	*3. To write letters for initial and final consonant sounds	510
	*4. To write letters for short and long vowel sounds in given words	514

COURSE CONTENT 1

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	*5. To spell phonetically regular words with CVC pattern	515
	B. Uses structural analysis	
	*1. To add s to form plural nouns	525
	*2. To add ing to verbs	523
	C. Uses visual memory	
	*1. To write letters of the alphabet from memory	508
	2. To write one's name	
	***a. Recognizes and copies first and last name with capital first letters	504, 505
	***b. Spells first name orally	505
	***c. Writes first name from memory	505
	d. Writes full name from memory	505
	3. To write one's address	
	***a. Recognizes address orally and in print	506
	***b. States address orally	506
	*c. Writes address	506
	4. To spell	
	*a. Numbers through 100	518, 519

COURSE CONTENT 1

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	*b. Color words	518
	c. High frequency words	
	1. List of 23	518
	*2. List of 36	521
	*d. Holiday and seasonal words	519
	*e. School and community words	519
III. Uses capital letters correctly	A. Capitalizes	
	1. Proper nouns	
	a. Days of week, months of year, holidays, addresses	534
	*b. Persons, pets	533
	*2. Pronoun I	536
	*3. Beginning of sentence	535
	*4. Initials	537
	*5. Titles of books, poems, reports and stories	541
	*6. Titles of people used as name or in address	539
	*7. Heading, salutation, and closing of letters	543
IV. Applies punctuation rules	*A. Uses periods after statements	544

COURSE CONTENT 1

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	*B. Uses question marks	544
	*C. Uses exclamation marks	544
V. Uses standard English patterns	A. Uses noun forms	
	1. For singular, plural, regular, irregular forms	563
	*2. For singular possessive nouns	565
	B. Uses pronoun forms	
	1. For singular possessive pronouns	566
	*2. For plural possessive pronouns	566
	3. For subjective pronouns	566
	*4. For objective pronouns	566
	*C. Uses verb forms	
	1. To form present tense	568
	2. To form past tense	568
	*D. Uses conjunctions: and, but, or	395
	*E. Uses adjectives: a, an, the	571
	*F. Uses correct word order of adjectives, nouns, verbs and adverbs	382
	*G. Maintains subject verb agreement of simple subject and predicate	561

COURSE CONTENT 2

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
Vocabulary Development		
I. Utilizes word attack skills to decode common words	A. Uses visual/auditory discrimination	
	1. In identifying sounds and symbols	243, 254
	2. In discriminating written rhyming words (phonograms)	245
	B. Uses phonetic analysis	
	1. In identifying consonants by sound and symbol	
	***a. Final consonants	257
	b. Initial two-letter consonant blends: bl, br, cl, cr, dr, fl, fr, gl, gr, pl, pr, sk, sl, sm, sn, sp, st, tr	262
	*c. Initial three-letter blends: scr, shr, spl, squ, str, thr, spr	262
	*d. Final blends: nd, nt, st	262
	e. Consonant digraphs:	
	(1) ch, ph, sh, th, wh	263
	(2) ck, ng	263
	*f. Silent consonants: kn, wr, gn	264
	*g. Variant sounds of c and g	258
	2. In identifying vowels by sound and symbol	

COURSE CONTENT 2

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	***a. Long Vowels	267
	b. Short vowels	266
	c. Vowel digraphs: ai, ay, ea, ee, oa	267
	d. Final silent e generalization	267
	*e. Diphthongs: oi, oy, ou, ow	270
	f. R controlled vowels	268
	*g. L controlled vowels	268
	*h. Variant vowel sounds: $\hat{o}$, $\overline{oo}$, $\breve{oo}$	271
	*i. Schwa	272
	C. Uses structural analysis	
	1. To recognize basal root words	275
	2. To identify noun endings	
	a. Plurals: s, es	280
	b. Possessives (singular and plural)	281
	3. To form verb endings	
	a. Adding s, ed, d, t, ing	276
	*b. Doubling consonants or dropping e before adding ed, ing	279
	*c. Changing y to i before adding ed, es	279

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	4. To identify inflectional endings with no change in root words	277
	5. To recognize compound words	284
	*6. To form contractions omitting one letter	286
	7. To discriminate one and two syllable words	
	***a. Words orally	289
	*b. Words in print	289
	8. To recognize comparative endings: er, est	283
	9. To use affixes	
	*a. Prefixes a, be, un, re	287, 288
	*b. Suffixes er, ey, ful	287, 288
II. Utilizes vocabulary acquisition skills to enlarge listening, speaking, reading and writing vocabulary	A. Uses context clues	214
	B. Identifies basal vocabulary	
	***1. First reader, second reader[1]	214
	*2. Second reader[2]	214
	C. Identifies basic sight/high frequency words	215
	***D. Applies meaning of vocabulary in context at basal reader level	214

COURSE CONTENT 2

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	E. Identifies word meaning	
	*1. Pronoun reference: it, he, she, they	217
	*2. Synonyms, antonyms, homonyms	218, 219, 220
	*3. Contractions	224
	4. Root words	225
	*5. Words containing affixes	225
	6. Technical words in content areas	228
	7. Words for feelings	236
	F. Sees relationships - classifying words orally	210, 230, 326
	G. Utilizes dictionary skills	
	***1. In using picture dictionary	294
	2. In locating word meaning and spelling	297, 298
	*3. In using guide words and entry words	295
Literal Comprehension		
I. Gives literal meaning	***A. Comprehends words, phrases, sentences - on level	315
	B. Comprehends paragraphs, poems, stories	315, 316

COURSE CONTENT 2

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
II. Identifies main idea/or details	A. Identifies main ideas in paragraphs	
	***1. By selecting titles	312
	*2. By selecting topic sentences	311
	***B. Locates and recalls paragraph details - on level	310
III. Recognizes patterns and sequences of ideas	***A. Sequences three story events	317
	*B. Sequences four story events	317
	*C. Determines cause and effect for paragraphs read silently	322
IV. Follows oral and written directions	***A. Follows three step oral directions	438
	***B. Follows simple written directions	439
V. Demonstrates an understanding of the relationship of punctuation and meaning	A. Understands the period, question mark	318
	*B. Understands the exclamation mark	318
Interpretive Comprehension		
I. Makes inferences	*A. Makes inferences for paragraphs read silently	323
II. Predicts outcomes and draws conclusions	*A. Predicts outcomes for paragraphs read silently	321

COURSE CONTENT 2

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	*B. Draws conclusions for paragraphs read silently	324
III. Recognizes story elements	A. Describes and dramatizes character traits from stories read by the teacher	329
IV. Perceives relationships	A. Classifies words and ideas	326
Critical Comprehension and Appreciation		
I. Develops the ability to read and listen critically	*A. Distinguishes fact from fiction in paragraphs read silently	341
II. Listens and reads for pleasure and information	A. Selects books for free time	437
	B. Shares books	437
	C. Visits library frequently	437
	D. Selects books on specific topics	437
	*E. Reads various types of literature	445
Creative Comprehension		
I. Heightens anticipation and expectation	A. Relates personal experience to what is heard and read	348

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COURSE CONTENT 2

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
II. Does something with what is heard and read	A. Reproduces through oral reading that is fluent, smooth, and correctly phrased	349
	B. Elaborates orally on what is read	
	1. By asking questions about things the author did not tell	350
	2. By adding or changing ideas	350
	C. Transforms or rearranges what is read into other forms	
	1. Art	351
	2. Music	351
	3. Drama	351
	4. Other literary forms	351
	5. Choral reading	351

EXPRESSION - SPEAKING/WRITING

Learner Objectives	Skills	Activity Page No.
Oral Expression		
I. Develops ability to organize and express ideas in informal speaking situations	A. Uses description	
	1. For sensory perceptions	
	a. To describe shapes and sizes	363

COURSE CONTENT 2

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No
	b. To describe people and animals	363
	2. To make comparisons and contrasts	364
	3. To describe imaginary people, animals, and objects	363
	B. Uses narration	
	1. To develop a sense of story through sequence	
	a. By using a series of pictures	367
	b. By summarizing a story	367
	2. To develop a sense of story through language structure and rhythm	370
	***3. To complete nursery rhymes, jingles, and riddles	370
	4. To create simple stories	368
	C. Uses exposition	
	1. To explain simple ideas in a complete sentence	371
	2. To dictate simple signs, labels, and captions	419
	3. To tell personal reactions to books	378
	4. To give directions to familiar places	371

COURSE CONTENT 2

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
	5. To explain certain tasks	371
	6. To make announcements, give messages and introductions	379
	D. Uses persuasion to express opinions and viewpoints	380
	*E. Composes sentences with compound subjects and/or compound verbs	376
Written Expression		
I. Applies grammatical concepts and understanding of language structure to sentence development and analysis	A. Recognizes parts of speech	
	***1. In recognizing nouns as names of people, things, and animals	390
	2. By distinguishing common and proper nouns	391
	*3. In identifying demonstrative pronouns	566
	***4. By identifying adjectives as descriptive words	572
	B. Recognizes sentence structure	
	1. By expressing a complete thought	356
	2. By identifying statements and questions	375
	*3. By identifying simple subject and predicate	383

COURSE CONTENT 2

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
	C. Uses standard English form NOTE: See Aids to Reception and Expression, Proofreading and Editing, Part V, for skills related to correct usage of parts of speech and sentences.	
II. Develops simple stories and/or multi-sentence compositions	A. Uses description	
	*1. For sensory perceptions	398
	*2. To make comparisons and contrasts	398
	3. To describe people or animals	398
	B. Uses narration	
	1. To express ideas from pictures or other stimuli	407
	*2. To summarize oral stories	409
	*3. To write story endings	411
	*4. To write stories about imaginary animals, people, and objects	408
	*5. To write autobiographical sketches	415
	6. To establish the setting of a story	412
	7. To write a sentence using given words about a topic	406
	C. Uses exposition	
	1. To copy a class diary	423

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
	*2. To write daily in a personal diary or log	423
III. Develops functional writing skills	A. Sorts and lists items into categories	420
	B. Writes lists of related items	420
	*C. Records telephone messages	421
	*D. Completes simple forms and order blanks	429
	*E. Writes thank-you notes, invitations, friendly letters, and post cards	422
	AIDS TO RECEPTION AND EXPRESSION	
Study Skills		
I. Adjusts reading rate to materials and purpose	*A. Skims sentences, paragraphs and stories to answer questions	461, 462
	B. Reads slowly to follow directions and understand details	439
II. Locates information	A. Uses alphabetical order	
	***1. Alphabetizing letters of alphabet	441
	*2. Alphabetizing first letter	442
	*3. Alphabetizing second and third letters	442

COURSE CONTENT 2

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	***B. Uses parts of book	
	1. Book and story titles	444
	2. Table of contents	444
	3. Page numbers	444
	C. Uses reference materials	
	1. Uses the dictionary (see Vocabulary Development section)	
	*2. Picture encyclopedias	447
	3. Graphic materials	
	a. Calendar	450
	b. Picture maps	451
	c. Charts	454
	*d. Diagrams	454
	*e. Tables	454
	*f. Schedules	456

COURSE CONTENT 2

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	*D. Uses library to select books on specific topics	445
III. Organizes information	A. Sequences pictures	463
	B. Sequences logically three to five sentences	463
	*C. Writes sentences chronologically using three to five facts	463
IV. Presents information	A. See Oral and Written Expression sections	
V. Develops habits conducive to study	A. Listens attentively	435
	B. Participates in group activities	440
	C. Works independently	440
Proofreading and Editing Skills		
I. Gives attention to writing	***A. Manipulates using a primary pencil correctly	492
	***B. Uses correct posture and paper position	493
	***C. Reproduces and writes lowercase and uppercase manuscript letters	508
	*D. Recognizes and identifies uppercase and lowercase cursive letters	501
	E. Writes legibly	

COURSE CONTENT 2

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	***1. By using correct letter formation	496, 497, 499
	***2. By using correct spacing between letters and words in names, simple words, and sentences	496, 497, 499
	3. By using correct margins	499
	*F. Writes with reasonable speed in manuscript form from dictation	500
	G. Indents	
	*1. Heading and closing of a letter	557
	*2. Beginning of a paragraph	558
	*H. Proofreads for language structure and mechanics in own handwriting	573
II. Follows spelling conventions in own written work	A. Uses phonetic analysis	
	1. To write letters for given sounds	
	a. Initial and final consonants	510
	b. Short and long vowels	514
	*c. Initial two-letter consonant blends	510
	2. To spell	
	a. Phonetically regular words with CVC pattern	515

COURSE CONTENT 2

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	*b. One-syllable words with the VC final e spelling pattern	515
	*c Words with variant sounds of c and g	512
	B. Uses structural analysis	
	1. To form noun plurals	
	a. By adding s to form plurals	525
	*b. By adding es	525
	*c. By changing y to i before adding es	525
	2. To write various verb forms	
	a. By adding ing	523
	*b. By doubling final consonants when adding ing	523
	*c. By dropping final e when adding ing	523
	C. Uses visual memory	
	***1. To write full name from memory	505
	***2. To write address	506
	3. To write letters of the alphabet from memory	508
	4. To write color words	518
	5. To write numbers through 100	519
	*6. To write days of week and months of the year	518

COURSE CONTENT 2

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	7. To write high frequency words	
	a. List of 23	518
	b. List of 36	518
	8. To write holiday and seasonal words	519
	9. To write school and community words	519
	***10. To write own address with correct spelling	506
III. Uses capital letters correctly	A. Capitalizes	
	1. Proper nouns	
	***a. Days of week, months of year, holidays	534
	b. Addresses	534
	c. Persons and pets	533
	2. Pronoun I	536
	3. Beginning of sentence	535
	4. Initials	537
	*5. Abbreviations: Mr., months, St., Rd., Ave., days of week, post office	538
	6. Titles of books, poems, stories and reports	541
	7. Titles of people - used as name or in address	539

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	8. Heading, salutation, and closing of letters	543
IV. Applies punctuation rules	A. Uses periods after statements	544
	B. Uses question marks	544
	C. Uses exclamation marks	544
	*D. Uses commas	
	*1. After words in a series	547
	*2. Between day of month and year	550
	*3. After greeting and closing of a letter	550
	*4. Between names of cities and states	550
	*E. Uses colon for time of day	551
	*F. Underlines titles of books	552
	*G. Uses apostrophe with possessive singular nouns	556
V. Uses standard English patterns	A. Uses noun forms	
	1. For singular, plural, regular and irregular forms	563
	2. For possessives	
	a. Singular possessives	565

COURSE CONTENT 2

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	*b. Plural possessives	565
	B. Uses pronoun forms	
	1. For singular and plural possessive pronouns	566
	2. For subjective and objective pronouns	566
	*3. For demonstrative pronouns	566
	C. Uses verb forms	
	1. To form proper tenses - present and past	568
	*2. To add inflectional endings	568
	*3. With helping verbs	568
	D. Uses conjunctions: and, but, or	395
	E. Uses adjectives	
	1. Articles or determiners: a, an, the	571
	*2. Comparative and superlative forms	572
	F. Uses correct word order of adjective, nouns, verbs, and adverbs	382
	G. Maintains subject verb agreement of simple subject and predicate	561
	*H. Avoids double negatives	569

COURSE CONTENT 3

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
Vocabulary Development		
I. Utilizes word attack skills to decode common words	A. Uses visual/auditory discrimination	
	***1. In identifying sounds and symbols	243, 254
	***2. In discriminating rhyming words - phonograms and words spelled differently	245
	B. Uses phonetic analysis	
	1. In identifying consonants by sound and symbol	
	***a. Initial two-letter (bl, br, cl, dr, fl, tr, gl, gr, pl, pr, sk, sl, sm, sn, sp, st, th), and three-letter blends (scr, shr, spl, squ, str, thr, spr)	262
	***b. Final blends: nd, nt, st	262
	c. Medial consonants	
	***(1) Single letter	261
	*(2) Two letter	261
	***d. Consonant digraphs: ch, ck, ph, ng, sh, th, wh	263
	***e. Silent consonants: kn, wr, gn	264
	f. Variant sounds	
	(1) c, g	258
	*(2) s, qu, x, gh	258
	2. In identifying vowels by sound and symbol	
	***a. Short vowels	266

COURSE CONTENT 3

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	***b. Vowel digraphs: ai, ay, ea, ee, oa	267
	***c. Diphthongs: oi, oy, ou, ow	270
	d. R controlled vowels	268
	***e. L controlled vowels	268
	***f. Final silent e generalization	267
	g. Variant vowel sounds: ô, o͞o, o͝o	271
	h. Schwa sound	272
	*i. Vowels in open and closed accented syllables	273
	C. Uses structural analysis	
	1. To recognize basal root words	275
	***2. To identify noun endings	
	a. Plurals: s, es	280
	b. Possessives (singular and plural)	281
	3. To form verb endings	
	***a. By adding s, ed, d, t, ing	276
	b. By doubling consonants or dropping e before adding ed, ing	279
	c. By changing y to i before adding ed, es	279

COURSE CONTENT 3

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	***4. To recognize comparative endings: er, est	283
	5. To identify inflectional endings with no change in root words	277
	***6. To recognize solid and hyphenated compound words	284
	7. To use affixes	
	a. Prefixes	
	(1) a, be, un, re	287, 288
	*(2) dis	287, 288
	b. Suffixes	
	(1) er, ly, ful	287, 288
	*(2) less, ness	287, 288
	***8. To form contractions by omitting one letter	286
	*9. To form contractions by omitting more than one letter	286
	***10. To discriminate one and two syllable words	289
	*11. To apply syllabication generalizations	
	a. Two consonants between two vowels VC/CV	290
	b. One consonant between two vowels V/CV	290
	c. Consonants followed by le	290
	d. Prefixes and suffixes	290
	e. Compound words	290

COURSE CONTENT 3

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	f. Blends and digraphs	290
	g. Letters ck, x	290
	12. To apply accent marks	
	*a. Accented syllables	292
	*b. Primary accent	292
II. Uses vocabulary acquisition skills to enlarge listening, speaking, reading, and writing vocabulary	A. Uses context clues	214
	B. Identifies basal vocabulary	
	***1. Second reader^{2}	214
	*2. Third reader^{1}	214
	*3. Third reader^{2}	214
	***C. Identifies basic sight/high frequency words	
	1. Primary level utility works	215
	2. Dolch 95 common nouns	215
	***D. Applies meaning of vocabulary in context at basal reader level	214
	E. Identifies word meanings	
	***1. Pronoun reference: it, he, she, they	217
	2. Synonyms, antonyms, homonyms	218, 219, 220

COURSE CONTENT 3

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	*3. Homographs	221
	*4. Words with multiple meanings	222
	*5. Descriptive words	223
	6. Contractions	224
	7. Root words	225
	8. Words with affixes	225
	*9. Hyphenated words	226
	10. Technical words in content areas	228
	11. Words for feelings	236
	F. Utilizes dictionary skills	
	*1. In using glossary	304
	2. In using guide words and entry words	295
	*3. In locating inflected forms	298
	*4. In locating multiple meanings	297
	*5. In determining pronunciations	
	a. Uses pronunciation key	299, 300
	b. Uses diacritical markings	299
	***6. In locating word meaning	297
	*7. In verifying word meaning in context	297

COURSE CONTENT 3

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	8. In locating word spelling	298
	G. Identifies word relationships (classification)	230, 326
Literal Comprehension		
I. Gives the literal meaning	***A. Comprehends words, phrases, sentences, paragraphs (on level)	315
	B. Comprehends poems, stories	315, 316
II. Identifies main idea and/or details	A. Identifies the main idea	
	1. By selecting paragraph topic sentences	311
	*2. By selecting main idea in stories	313
	***B. Locates and recalls story details (on level)	310
III. Recognizes patterns and sequences of ideas	***A. Sequences four story events	317
	*B. Sequences five story events	317
	*C. Determines cause and effect for stories read silently	322
IV. Follows oral and written directions	***A. Follows increasingly complex directions	439

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
V. Demonstrates an understanding of the relationship of punctuation to meaning	***A. Understands the period, question mark, exclamation mark	318
	*B. Understands the comma with quotation marks	318
Interpretive Comprehension		
I. Makes inferences	A. Makes inferences	
	1. For paragraphs read silently	323
	*2. For stories read silently	323
II. Predicts outcomes and draws conclusions	A. Predicts outcomes and draws conclusions in paragraphs read silently	321, 324
	*B. Predicts outcomes and draws conclusions in stories read silently	321, 324
III. Recognizes story elements	A. Describes and dramatizes character traits	329
	*B. Compares character traits	329
IV. Interprets figurative language	*A. Comprehends figurative language	333
V. Perceives relationships	A. Classifies words and ideas	326

COURSE CONTENT 3

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
Critical Comprehension and Appreciation		
I. Develops the ability to read and listen critically	A. Distinguishes fact from fiction	341
	*B. Distinguishes fact from opinion	343
II. Listens and reads for pleasure and information	A. Selects books for free time	437
	B. Shares books	437
	C. Visits library frequently	437
	D. Reads various types of literature	445
	E. Uses informational books and materials	437, 445
Creative Comprehension		
I. Heightens anticipation and expectation	A. Relates personal experience to what is heard and read	348
II. Does something with what is heard and read	A. Reproduces through oral reading that is fluent, smooth, and correctly phrased	349
	B. Elaborates on what is read	
	1. By asking questions about things the author did not tell	350
	2. By adding or changing ideas	350

COURSE CONTENT 3

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	C. Transforms or rearranges what is read into other forms	
	1. Art	351
	2. Music	351
	3. Drama	351
	4. Other literary forms	351
	5. Choral reading	351
III. Goes beyond what is read	A. Engages in further questioning, reading and experimenting	352
	EXPRESSION - WRITING/SPEAKING	
Oral Expression		
I. Develops ability to organize and express ideas in informal speaking situations	A. Uses description	
	***1. For sensory perceptions a. To describe shapes and sizes	363
	b. To describe people and animals	363
	***2. To describe imaginary people, animals and objects	363
	***3. To make comparisons and contrasts	364

COURSE CONTENT 3

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
	B. Uses narration	
	1. To develop a sense of story through sequence a. By using a series of pictures	367
	b. By summarizing a story	367
	2. To create simple stories	368
	*3. To expand stories by adding characters and conflicts or by changing settings and endings	377
	C. Uses exposition	
	***1. To explain simple ideas in a complete sentence	371
	2. To dictate simple signs, labels, and captions	419
	3. To tell personal reactions to books	378
	4. To give directions to familiar places	371
	5. To explain certain tasks	371
	6. To give messages, make announcements and introductions	379
	*7. To compose a report using three to five facts on a given topic	379
	D. Uses persuasion to express opinions and viewpoints	380

COURSE CONTENT 3

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
	E. Recognizes sentence structure by composing sentences with compound subjects and/or compound verbs	376
Written Expression		
I. Applies grammatical concepts and understanding of language structure to sentence development and analysis	A. Recognizes parts of speech	
	1. By distinguishing common from proper nouns	391
	*2. By identifying nouns, verbs, adjectives, and adverbs	394
	3. In identifying demonstrative pronouns	566
	B. Understands sentence structure	
	1. By expressing a complete thought	356
	***2. By identifying statements and questions	375
	3. By identifying simple subject and predicate	383
	*4. By writing command sentences	384
	*C. Manipulates, expands and combines sentences	
	1. By changing statements into questions and commands	384
	2. By expanding sentences with simple modifiers	386
	3. By combining sentences using compound subjects or predicates	376

COURSE CONTENT 3

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
	D. Uses standard English forms NOTE: See Aids to Reception and Expression, Proofreading and Editing, Part V, for skills relative to correct usage of parts of speech and sentence structure.	
II. Develops simple stories or multi-sentence compositions	A. Uses description	
	1. For sensory perception	398
	2. To describe people or animals	398
	3. To make comparisons and contrasts	398
	B. Uses narration	
	1. To write stories using ideas from pictures or other stimuli	407
	2. To summarize oral stories	409
	3. To write story endings	411
	4. To write stories about imaginary animals, people, or objects	408
	5. To write autobiographical sketches	415
	6. To establish the setting	412
	*7. To write a story with a plot and characters	413
	***8. To write a sentence using given words about a topic	406

COURSE CONTENT 3

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
	C. Uses exposition	
	***1. To copy a class diary	423
	2. To write personal diaries or logs	423
	*3. To write about personal experiences	423
	*4. To record facts about an event or area of interest	379
III. Writes paragraphs using a variety of methods of development	A. Uses exposition	
	*1. To develop a paragraph from a topic sentence	426
	*2. To explain a process	418
IV. Develops functional writing skills	***A. Sorts and lists items into categories	420
	B. Writes lists of related items	420
	C. Records telephone messages	421
	D. Completes simple forms and order blanks	429
	E. Writes thank-you notes, invitations, friendly letters, and post cards	422

COURSE CONTENT 3

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
Study Skills		
I. Adjusts reading rate to materials and purposes	A. Skims sentences, paragraphs, and stories	
	1. Skims to answer questions	461
	*2. Skims to confirm ideas	461
	*B. Uses telephone directory	461
	C. Reads slowly to follow directions and understand details	439
II. Locates information	A. Uses alphabetical order	
	***1. Second letter	442
	2. Third letter	442
	3. List of randomly selected words	442
	B. Uses reference materials	
	1. Dictionary (See Vocabulary Development section)	
	***2. Picture encyclopedias	447
	*3. Telephone directory	443
	4. Graphic materials	
	***a. Calendar	450
	***b. Picture maps	451

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	*c. Maps	451
	d. Charts	454
	e. Diagrams	454
	f. Tables	454
	g. Schedules	456
	*h. Picture graphs	449
	C. Uses the library	
	***1. To select books on specific topics	445
	*2. To utilize card catalog	
	a. Title	446
	b. Author	446
	c. Number of pages	446
	d. Call number	446
	*3. For reference materials	445
III. Organizes information	A. Sequences pictures	463
	***B. Sequences logically three to five sentences	463

COURSE CONTENT 3

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	C. Writes sentences chronologically using three to five facts	463
	*D. Understands outline format	471
	*E. Completes a simple outline	471
IV. Presents information	A. See Oral and Written Expression section	
V. Retains information	*A. Previews books - captions, headings, footnotes, labels, symbols	479
VI. Develops habits conducive to study	A. Listens attentively	435
	B. Participates in group activities	440
	C. Works independently	440
Proofreading and Editing Skills		
I. Gives attention to writing form	*A. Uses correct paper position in cursive writing	493
	***B. Recognizes and identifies uppercase and lowercase cursive letters	501

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	C. Writes legibly	
	*1. In joining cursive letters	502
	*2. In spacing between letters and words	502
	*3. In copying models of names, words and sentences in cursive form	502
	*4. In using manuscript for labels and charts	498
	5. By using margins	499
	*6. In meeting standards of legibility and speed in manuscript and cursive writing	500
	***D. Writes with reasonable speed in manuscript form from dictation	500
	*E. Writes in cursive form from dictation	500
	F. Indents	
	1. Heading and closing of a letter	557
	2. Beginning of a paragraph	558
	G. Proofreads for language structure and mechanics in own writing	573

COURSE CONTENT 3

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
II. Follows spelling conventions in own written work	A. Uses phonetic analysis	
	1. To write letters for sounds in given words	
	a. Consonants	
	(1) Initial and final	510
	(2) Initial two-letter blends	510
	*(3) Initial three-letter blends	510
	*(4) Initial and final digraphs	510
	b. Vowels	
	(1) Long and short	514
	*(2) Digraphs	514
	2. To spell	
	a. Phonetically regular words with the CVC pattern	515
	b. One-syllable words with the VC final _e_ spelling pattern	515
	c. Words with variant sounds of _c_ and _g_	512
	*d. Words with variant vowel sounds of ô, o͞o, o͝o	516
	*e. Words with silent consonants	513

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AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	B. Uses structural analysis	
	1. To form noun plurals	
	***a. By adding s	525
	b. By adding es	525
	c. By changing y to i before adding es	525
	*d. In writing plurals with internal vowel changes	525
	2. To write various verb forms	
	a. By adding ing	523
	*b. By adding ed	523
	c. By doubling the final consonant	
	(1) adding ing	523
	*(2) adding ed	523
	d. By dropping final e	
	(1) adding ing	523
	*(2) adding ed	523
	*3. To form common contractions	524
	*4. To form solid compound words	526
	*5. To form common abbreviations	522

COURSE CONTENT 3

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	C. Uses visual memory	
	***1. To write letters of the alphabet from memory	508
	***2. To write color words	518
	3. To write number words	
	***a. through 10	518
	b. through 100	519
	4. To write days of the week and months of the year	518
	5. To write high frequency words	
	***a. List of 23	518
	b. List of 36	518
	6. To write holiday and seasonal words	519
	7. To write school and community words	519
III. Uses capital letters correctly	A. Capitalizes	
	***1. Proper nouns	
	a. Addresses	534
	b. Persons and pets	533
	***2. Pronoun I	536
	***3. Beginning of sentences	535

COURSE CONTENT 3

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	***4. Abbreviations: Mr., months, St., Rd., Ave., days of week, post office	538
	***5. Initials	537
	6. Titles of books, poems, reports, stories	541
	7. Titles of persons - used as name or in address	539
	*8. Proper nouns and adjectives	534
	*9. Names of languages and peoples	534
	10. Heading, salutation, and closing of letter	543
IV. Applies punctuation rules	A. Uses the period	
	***1. After statement	544
	*2. After command sentences	544
	*3. After initials	545
	*4. After abbreviations	545
	***B. Uses the question mark	544
	***C. Uses the exclamation mark	544
	D. Uses the comma	
	1. After words in a series	547
	*2. After nouns of address	548

COURSE CONTENT 3

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	***3. Between days of month and year	550
	***4. After greeting and closing in letter	550
	***5. Between names of cities and states	550
	***E. Uses the colon for time of day	551
	F. Underlines titles of books	552
	G. Uses the apostrophe	
	1. With possessive nouns	
	a. Singular	556
	*b. Plurals	556
	*2. Uses contractions	556
V. Uses standard English patterns	A. Uses noun forms	
	1. For singular, plural, regular, and irregular forms	563
	2. For possessives	
	a. Singular	565
	b. Plural	565
	B. Uses pronoun forms	
	1. For possessives	
	***a. Singular	566

COURSE CONTENT 3

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	b. Plural	566
	***2. For subjective pronouns	566
	3. For objective pronouns	566
	4. For demonstrative pronouns	566
	C. Uses verb forms	
	1. To form proper tense	
	a. Past and present tense	568
	*b. Future tense	568
	2. To add inflectional endings	568
	3. With helping verbs	568
	***D. Uses conjunctions: and, but, or	395
	E. Uses adjectives	
	***1. Articles or determiners: a, an, and the	571
	2. Comparative and superlative forms	572
	F. Uses correct word order of adjectives, nouns, verbs, and adverbs	382
	G. Maintains subject-verb agreement of simple subject and predicate	561
	H. Avoids double negatives	569

COURSE CONTENT 4

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
Vocabulary Development		
I. Utilizes word attack skills to decode common words	A. Uses visual/auditory discrimination	243, 254
	B. Uses phonetic analysis	
	1. In identifying consonants	
	*a. Consonants representing more than one sound: d, t	259
	b. Variant consonant sounds	
	***(1) c, g	258
	(2) s, qu, x, gh	258
	***c. Three letter consonant blends: scr, spl, squ, str, thr, spr, shr	262
	2. In identifying vowels	
	***a. Vowels in open and closed accented syllables	273
	***b. R controlled vowels	267
	c. Variant vowel sounds	
	***(1) ô, o͞o, o͝o	271
	*(2) y, ea	271
	***d. Schwa sound	272
	*e. Effect of accent on vowel sound	273
	*3. In identifying silent letters	264

COURSE CONTENT 4

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	C. Uses structural analysis	
	1. To recognize basal root words	275
	***2. To recognize noun endings - irregular plurals, singular and plural possessives	282, 281
	3. To identify inflectional endings	
	***a. Endings with no change in root words	
	(1) Verb forms: s, ed, ing	277, 276
	(2) Comparative endings: er, est	277, 283
	(3) Adverb: ly	277, 288
	b. Endings with changes in root words	279
	4. To recognize meanings of affixes	
	a. Prefixes	
	***(1) a, be, un, re, dis	287, 288
	*(2) pre, mis, ex, in, sub	287, 288
	b. Suffixes	
	***(1) er, ly, ful, less, ness, est	287, 288
	*(2) able, ment, ty, th, al, ist, ive, ize, or, ion, tion, age, y	287, 288
	***5. To form contractions by omitting more than one letter	286
	6. To apply syllabication generalization	286

COURSE CONTENT 4

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	a. Two consonants between two vowels	290
	b. One consonant between two vowels	290
	c. Consonant followed by le	290
	d. Prefixes and suffixes	290
	e. Compound words	290
	f. Blends and digraphs	290
	g. Letters ck and x	290
	7. To utilize accent clues	
	*a. Words with two syllables	292
	*b. Words with a prefix or suffix	292
	*c. Syllables with long vowels	292
	*d. Words of three or more syllables	292
II. Uses vocabulary acquisition skills to enlarge listening, speaking, reading, and writing vocabulary	A. Uses context clues	214
	B. Identifies basal vocabulary	
	***1. Third reader[1]	214
	2. Third reader[2]	214
	*3. Fourth reader	214

COURSE CONTENT 4

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	***C. Applies meaning of vocabulary in context at basal reader level	214
	D. Identifies word meanings	
	***1. Words with multiple meanings	222
	***2. Descriptive words	223
	***3. Synonyms, antonyms, homonyms, homographs in context	218, 219 220, 221
	***4. Root words and affixes	225
	***5. Pronoun reference: we, them, him, her	217
	***6. Hyphenated words	226
	***7. Contractions	224
	*8. Technical words in content field	228
	9. Words for feelings	236
	E. Utilizes dictionary skills	
	1. In using glossary	304
	***2. In using guide words and entry words	295
	3. In determining pronunciations	
	a. Pronunciation key and diacritical markings	299, 300
	*b. Secondary accents	302

COURSE CONTENT 4

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	***4. In finding meaning in relation to context	297
	***5. In finding correct word spelling	298
	6. In locating inflected forms	298
	F. Recognizes and identifies word relationships (classification)	230, 326
Literal Comprehension		
I. Gives the literal meaning	***A. Comprehends words, phrases, sentences, paragraphs (on level)	315
	B. Comprehends poems, stories	315, 316
II. Identifies main idea and/or details	A. Identifies the main idea	
	***1. By selecting topic sentences in paragraphs	311
	2. By selecting main idea in stories	313
	*3. By selecting story titles	312
	B. Identifies details	
	***1. By locating and recalling story details	310
	*2. By selecting supporting details	314
	*C. Summarizes paragraphs and stories	320

COURSE CONTENT 4

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
III. Recognizes patterns and sequences of ideas	A. Sequences five or more events - literal	317
	*B. Sequences five events - literal and implied	317
	***C. Determines cause and effect for stories read silently	322
	*D. Recognizes flashbacks	317
IV. Follows oral and written directions	***A. Follows multiple step directions	439
V. Demonstrates an understanding of the relationship of punctuation to meaning	A. Understands the comma with quotation marks	318
	*B. Understands italics and parentheses	318
Interpretive Comprehension		
I. Makes inferences	***A. Makes inferences for paragraphs and stories read silently	323
II. Predicts outcomes and draws conclusions	A. Predicts outcomes and draws conclusions of paragraphs read silently	321, 324
	***B. Predicts outcomes and draws conclusions of stories read by students (on level)	321, 324
III. Perceives relationships	*A. Identifies story problem/solution	325
	*B. Relates part to whole	326

COURSE CONTENT 4

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	*C. Interprets analogy	328
	D. Classifies words and ideas	326
	*E. Recognizes point of view in story development (first person)	344
IV. Interprets figurative language	*A. Interprets exaggeration	333
	*B. Interprets personification	335
	*C. Interprets metaphor	334
	*D. Interprets simile	334
V. Understands the use of language to achieve purpose	*A. Recognizes idiomatic language	337
VI. Recognizes story elements	A. Identifies characters	
	***1. Describes, dramatizes, and compares character traits	329
	*2. Identifies feelings, actions, motives	344
	*B. Identifies setting	339
	*C. Identifies plot	339
VII. Recognizes and has experiences in reading various types of literature	*A. Distinguishes fiction/non-fiction	341
	*B. Distinguishes realism/fantasy	341

COURSE CONTENT 4

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	*C. Identifies and reads fiction	
	1. Fairy tales	331
	2. Tall tales	331
	*D. Identifies and reads non-fiction	
	1. Biography	330
	2. Autobiography	330
	*E. Identifies and reads poetry	330
Critical Comprehension and Appreciation		
I. Develops the ability to read and listen critically	A. Distinguishes fact from fiction	341
	***B. Distinguishes fact from opinion	343
	*C. Detects bias	346
	*D. Identifies individual/group actions	345
II. Listens and reads for pleasure and information	A. Selects book for free time	437
	B. Shares books	437
	C. Visits library frequently	437
	D. Reads various types of literature	445

COURSE CONTENT 4

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	E. Uses informational books and materials	437, 445
Creative Comprehension		
I. Heightens anticipation and expectation	A. Relates personal experiences to what is heard and read	348
II. Does something with what is heard and read	A. Reproduces through imaginative oral reading	
	1. By interpreting mood and feeling	349
	2. By using fluent smooth reading with correct phrasing	349
	3. By using delivery varying voice, tempo, and gesture	349
	B. Elaborates on what is read	
	1. By asking questions about things the author did not tell	350
	2. By adding or changing ideas	350
	C. Transforms or rearranges what is read into other forms	
	1. Art	351
	2. Music	351

COURSE CONTENT 4

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	3. Drama	351
	4. Other literary forms	351
	5. Choral reading	351
III. Goes beyond what is read	A. Engages in further questioning, reading and experimenting	352
	EXPRESSION - SPEAKING/WRITING	
Oral Expression		
I. Develops ability to organize and express ideas in informal speaking situations	A. Uses description for sensory perceptions	359
	B. Uses narration	
	1. To develop a sense of story through sequence a. By using a series of pictures	367
	b. By summarizing a story	367
	2. To create simple stories	368
	3. To expand stories by adding characters, conflict, or changing settings or endings	377
	C. Uses exposition	
	1. To explain simple ideas in a complete sentence	371
	2. To dictate simple signs, labels, and captions	419

COURSE CONTENT 4

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
	3. To tell personal reactions to books	378
	4. To give directions to familiar places	371
	5. To explain certain tasks	371
	6. To give messages, make introductions and announcements	379
	7. To compose a report using three to five facts on a selected topic	379
	D. Uses persuasion to express opinions and viewpoints	380
	***E. Recognizes sentence structure by composing sentences with compound subjects and/or compound verbs	376
Written Expression		
I. Applies grammatical concepts and understanding of language structure to sentence development and analysis	A. Recognizes parts of speech	
	1. By distinguishing common and proper nouns	391
	2. In identifying nouns, verbs, adjectives, and adverbs	394
	3. In identifying demonstrative pronouns	566
	*4. In distinguishing contractions and possessives	565
	B. Understands sentence structure	

COURSE CONTENT 4

EXPRESSION WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
	1. By expressing a complete thought	356
	2. By identifying simple subject and predicate	383
	3. By writing command sentences	384
	*4. By recognizing inverted order	385
	*5. By using sentence pattern of noun-verb	385
	C. Manipulates, expands, and combines sentences	
	1. By changing statements into questions and commands	384
	2. By expanding sentences with simple modifiers	386
	3. By combining sentences using compound subjects or predicates	376
	D. Uses standard English forms NOTE: See Aids to Reception and Expression, Proofreading and Editing, Part V, for skills related to correct usage of parts of speech and sentence structure	
II. Develops simple stories or multi-sentence compositions	A. Uses description	
	1. For sensory perceptions	398
	2. To describe people or animals	398

COURSE CONTENT 4

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
	3. To compare or contrast	398
	B. Uses narration	
	1. To express ideas from pictures or other stimuli	407
	2. To summarize oral stories	409
	3. To write story endings	411
	4. To write stories about imaginary animals, people, and objects	408
	5. To write autobiographical sketches	415
	6. To extablish a story setting	412
	7. To write stories with a plot and characters	413
	C. Uses exposition	
	1. To keep personal diaries or logs	423
	2. To relate personal experiences	423
	3. To record facts about an event or area of interest	379
	*4. To write a report from an outline of two sections	424
	*5. To report interviews	425
	*6. To write simple news items	425

COURSE CONTENT 4

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
	*D. Uses persuasion to distinguish between facts and opinions in own written reports	430
III. Writes paragraphs using a variety of methods of development	A. Uses description	
	*1. To describe emotions	402
	*2. To describe people or animals	399
	*3. To describe a picture or picture series using facts or opinions	404
	B. Uses exposition	
	*1. To write personal reactions to a book	378
	2. To develop a paragraph from a topic sentence	426
	3. To explain a process	418
IV. Develops functional writing skills	A. Writes lists of related items	420
	B. Records telephone messages	421
	***C. Completes simple forms	429
	D. Completes order blanks	429
	E. Writes thank-you notes, invitations, friendly letters, and post cards	422

COURSE CONTENT 4

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
Study Skills		
I. Adjusts reading rate to materials and purposes	A. Skims	
	1. Sentences, paragraphs and stories	461, 462
	2. To locate answers to questions and confirm ideas	461
	*3. To locate special terms and specific words	461
	*4. To locate headings and subheadings	461
	*5. Indexes	448
	***6. Telephone directories	461
	*7. Using key words	462
	B. Adjusts rate to meet demands of each content area	479
II. Locates information	A. Uses alphabetical order	
	***1. Third letter	442
	*2. Fourth letter	442
	***3. List of randomly selected words	442
	4. In locating information	443
	B. Uses reference materials	
	1. Dictionary (see Vocabulary Development section)	

COURSE CONTENT 4

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	2. Encyclopedias	
	*a. Understanding its organization	447
	*b. Using the index	448
	***3. Telephone directory	443
	4. Graphic materials	
	***a. Maps	451
	*b. Globes	453
	c. Graphs	
	***(1) To interpret picture graphs	449
	*(2) To interpret line and bar graphs	449
	*(3) To compare information in line and bar graphs	449
	***d. Charts	454
	e. Diagrams	454
	f. Tables	454
	g. Schedules	456
	C. Uses the card catalog	
	1. Title	446
	2. Author	446

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	3. Number of pages	446
	4. Call number	446
	D. Uses the library for reference materials	445
III. Organizes information	A. Sequences pictures	463
	B. Writes sentences chronologically using three to five facts	463
	*C. Writes topic sentences	465
	D. Outlines	
	1. By understanding outline format	471
	***2. By completing a simple outline	471
	*3. By structuring a topical outline selecting main topics and subtopics	469, 471
IV. Presents information	A. Uses a variety of ways to present information	
	1. Audio-visuals	460
	2. Drama	351
	B. See Oral and Written Expression sections	

COURSE CONTENT 4

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
V. Retains information	A. Previews books - captions, headings, footnotes, labels, and symbols	479
	*B. Uses SQ3R	479
VI. Develops habits conducive to study	A. Listens attentively	435
	B. Participates in group activities	440
	C. Works independently	440
Proofreading and Editing Skills		
I. Gives attention to writing form	***A. Uses correct paper position in cursive writing	493
	B. Writes legibly	
	*1. By recognizing and correcting errors in cursive letter formation	502
	2. In joining cursive letters	502
	3. In spacing between letters and words	502
	4. In copying models of names, words, and sentences in cursive form	502
	5. In using manuscript for labels and charts	498

COURSE CONTENT 4

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	6. In using margins	499
	7. In meeting standards of legibility and speed in manuscript and cursive writing	500
	C. Writes in cursive form from dictation	500
	D. Indents	
	1. Heading and closing of a letter	557
	2. Beginning of a paragraph	558
	*3. Outlines	559
	E. Proofreads for language structure and mechanics in own writing	573
II. Follows spelling conventions	A. Uses phonetic analysis	
	1. To write letters for given sounds	
	a. Consonants	
	***(1) Initial consonants	510
	(2) Final consonants	510
	(3) Initial two-letter and three-letter blends	510
	(4) Initial and final digraphs	510

COURSE CONTENT 4

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	b. Vowels	
	(1) Long and short	514
	(2) Digraphs	514
	*(3) Diphthongs	516
	2. To spell	
	a. Phonetically regular words with the CVC pattern	515
	b. One-syllable words with the VC final e spelling pattern	515
	c. Words with variant sounds of c and g	512
	d. Words with variant vowel sounds of ô, o͞o, o͝o	516
	*e. Words containing ie, ei	516
	*f. Words controlled by r	516
	g. Words with soft endings	516
	h. Words with silent consonants	513
	B. Uses structural analysis	
	1. To form noun plurals	
	a. By adding es	525
	b. By changing y to i before adding es	525

COURSE CONTENT 4

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	*c. By changing f to v before adding es	525
	d. In writing words with internal vowel changes	525
	*e. In writing words with no changes as deer	525
	*f. In writing words ending in o	525
	2. To write various verb forms	
	***a. By adding ing	523
	b. By adding ed	523
	c. By doubling the final consonant	
	(1) Adding ing	523
	(2) Adding ed	523
	d. By dropping the final e	
	(1) Adding ing	523
	(2) Adding ed	523
	3. To form common contractions	524
	4. To form compound words	
	a. Solid	526
	*b. Open	526

COURSE CONTENT 4

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	*5. To form words with prefixes and suffixes	527
	6. To form common abbreviations	522
	C. Uses visual memory	
	1. To write number words through 100	519
	***2. To write days of week and months of the year	518
	3. To write high frequency words (list of 36)	518
	4. To write holiday and seasonal words	519
	5. To write school and community words	519
	*6. To write content area words	519
	*7. To write homonyms dictated in sentences	531
III. Uses capital letters correctly	A. Capitalizes	
	1. Titles of books, poems, reports, and stories	541
	2. Titles of persons - used as name or in address	539
	3. Proper nouns and adjectives	534
	4. Names of languages and peoples	534

COURSE CONTENT 4

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	*5. Names of religions, religious organizations, political parties, specific clubs, and businesses	534
	*6. Outlines	542
	7. Heading, salutation, and closing of letters	543
IV. Applies punctuation rules	A. Uses the period	
	***1. After command sentences	544
	*2. After numerals and letters in outline	545
	*3. After dollars, before cents, and with decimals	546
	4. After initials	545
	5. After abbreviations	545
	B. Uses the comma	
	***1. After words in a series	547
	2. After nouns of address	548
	*3. After introductory words	549
	*4. After last name when written first	550

COURSE CONTENT 4

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	C. Uses the colon	
	*1. After greetings in business letters	551
	D. Uses underlining	
	1. Book titles	552
	E. Uses quotation marks	
	*1. For exact words of a speaker	558
	F. Uses the hyphen	
	*1. With compound numbers and words	555
	*2. In dividing syllables at end of line	555
	G. Uses the apostrophe	
	1. With possessive nouns	556
	2. With contractions	556
V. Uses standard English patterns	A. Uses noun forms	
	1. For singular and plurals - regular and irregular forms	563
	2. For singular and plural possessives	565
	B. Uses pronoun forms	

COURSE CONTENT 4

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	1. For plural possessives	566
	2. For objective pronouns	566
	3. For demonstrative pronouns	566
	C. Uses verb forms	
	1. To form proper tense - present, past, and future	568
	2. To add inflectional endings	568
	3. With helping verbs	568
	D. Uses adjectives to form comparative and superlative	572
	E. Uses correct word order of adjectives, nouns, verbs, and adverbs	382
	F. Avoids double negatives	569
	G. Maintains subject-verb agreement of simple subject and predicate	561
	*H. Recognizes and completes sentence fragments	562
	*I. Recognizes and corrects run-on sentences	562

COURSE CONTENT 5

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
Vocabulary Development		
I. Utilizes word attack skills to decode words	A. Uses visual/auditory discrimination	243, 254
	B. Uses phonetic analysis	
	***1. In identifying consonants	
	a. Consonants representing more than one sound, d, t	259
	b. Variant consonant sounds: s, qu, x, gh	258
	2. In identifying vowels	
	a. Variant vowel sounds: y, ea	271
	***b. Effect of accent on vowel sounds	273
	3. In identifying silent letters	264
	C. Uses structural analysis	
	1. To recognize basal root words	275
	***2. To identify inflectional endings with changes in root words	279
	3. To recognize meanings of affixes	
	a. Prefixes	
	***(1) a, be, un, re, des, pre, mis, ex, in, sub	287, 288
	*(2) non, com, con, tri, super, pro, inter, trans, post, per, de, bi	287, 288

COURSE CONTENT 5

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	b. Suffixes: able, ment, ty, th, al, ist, ive, ize, or, ion, tion, age, y	287, 288
	***4. To supply syllabication generalizations	
	a. Two consonants between two vowels	290
	b. One consonant between two vowels	290
	c. Consonants followed by le	290
	d. Prefixes and suffixes	290
	e. Compound words	290
	f. Blends and digraphs	290
	g. Letters ck, x	290
	5. To utilize accent clues	
	***a. Two syllables	292
	***b. Words with prefixes or suffixes	292
	***c. Syllables with long vowels	292
	d. Words of three or more syllables	292
II. Uses vocabulary acquisition skills to enlarge listening, speaking, reading, and writing vocabulary	A. Uses context clues	214
	B. Identifies basal vocabulary	

COURSE CONTENT 5

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	***1. Third reader[2]	214
	**2. Fourth reader	214
	*3. Fifth reader	214
	***C. Applies meaning of vocabulary in context at basal reader level	214
	D. Identifies word meanings	
	*1. Abstract meanings	235
	*2. Colloquial words	233
	*3. Semantics	231
	4. Technical words in content field	228
	5. Words for feelings	236
	E. Word relationships (classification)	230, 326
	F. Utilizes dictionary skills	
	***1. In using glossary	304
	2. In using pronunciation helps	
	a. Pronunciation key	299, 300
	***b. Diacritical markings	300

COURSE CONTENT 5

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	c. Secondary accents	302
	***d. Variant pronunciations	301
	*e. Cross references	303
	3. In locating inflected forms	298
Literal Comprehension		
I. Gives literal meaning	***A. Comprehends words, phrases, sentences, paragraphs (on level)	315
	B. Comprehends poems and stories	315, 316
	*C. Comprehends articles	315
II. Identifies main idea and/or details	A. Identifies the main ideas	
	1. By selecting story titles	312
	***2. By selecting main ideas in a story	313
	B. Identifies story details	
	***1. By locating and recalling story details (on level)	310
	2. By selecting supporting details	314
	C. Summarizes paragraphs and stories	320

COURSE CONTENT 5

RECEPTION - READING/LISTENING

Learner Objectives		Skills	Activity Page No.
III. Recognizes patterns and sequences of ideas	***A.	Sequences five or more events - literal	317
	B.	Sequences five events - literal and implied	317
	*C.	Sequences events in time	317
	*D.	Sequences events in place	317
	E.	Recognizes flashbacks	317
IV. Follows oral and written directions	A.	Follows directions independently when completing assignments and study plan	439
	B.	Follows directions when organizing materials	439
V. Demonstrates an understanding of the relationship of punctuation to meaning	***A.	Understands the comma with quotation marks	318
	B.	Understands italics and parentheses	318
Interpretive Comprehension			
I. Makes inferences	A.	Makes inference	323
II. Predicts outcomes and draws conclusions	A.	Predicts outcomes and draws conclusions	321, 324
III. Perceives relationships	A.	Identifies story problem/solution	325
	B.	Relates part to whole	326

COURSE CONTENT 5

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	C. Classifies words and ideas	326
	D. Interprets analogies	328
	E. Recognizes point of view in story development (first person)	344
	*F. Perceives connotations	231
IV. Interprets figurative language	A. Interprets exaggeration	333
	B. Interprets personification	335
	C. Interprets metaphor	334
	D. Interprets simile	334
V. Understands the use of language to achieve a special purpose	A. Recognizes idiomatic language	337
	*B. Recognizes imagery	338
	*C. Recognizes foreshadowing	321
VI. Recognizes story elements	A. Identifies character, feelings, actions, and motives	344
	B. Identifies setting	339
	C. Identifies plot	339

COURSE CONTENT 5

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
VII. Recognizes and has experiences in reading various types of literature	A. Distinguishes fiction/non-fiction	341
	B. Distinguishes realism/fantasy	341
	C. Identifies and reads fiction	
	1. Tall tales	331
	*2. Fables	331
	*3. Myths/legends	331
	*4. Cartoons	332
	*5. Historical fiction	330
	*6. Modern realistic fiction	330
	*7. Science fiction	330
	8. Fairy tales	331
	D. Recognizes and reads non-fiction	
	1. Biography	330
	2. Autobiography	330
	*3. Informational article	330
	E. Identifies and reads poetry	330
	*F. Identifies and reads plays and drama	330

COURSE CONTENT 5

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
Critical Comprehension and Appreciation		
I. Develops the ability to read and listen critically	A. Distinguishes fact from fiction	341
	B. Detects bias	346
	C. Identifies individual/group actions	345
	*D. Detects propaganda techniques	347
II. Listens and reads for pleasure and information	A. Selects books for free time	437
	B. Shares books	437
	C. Visits library frequently	437
	D. Reads various types of literature	445
	E. Uses informational books and materials	437, 445
Creative Comprehension		
I. Heightens anticipation and expectation	A. Relates personal experiences to what is heard and read	348
II. Does something with what is heard and read	A. Reproduces through imaginative oral reading	

COURSE CONTENT 5

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	1. By interpreting mood, feeling, and meaning through voice	349
	2. Using fluent, smooth, and correct phrasing	349
	3. Using delivery varying voice, tempo, and gesture	349
	B. Elaborates on what is read	
	1. By asking questions about things the author did not tell	350
	2. By adding or changing ideas	350
	C. Transforms or rearranges what is read into other forms	
	1. Art	351
	2. Music	351
	3. Drama	351
	4. Other literary forms	351
	5. Choral reading	351
III. Goes beyond what is read	A. Applies information	352
	B. Formulates new ideas	352
	C. Engages in further questioning, reading, experimenting	352

COURSE CONTENT 5

EXPRESSION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
Oral Expression		
I. Develops ability to organize and express ideas in informal speaking situations	A. Uses description for sensory perceptions	359
	B. Uses narration	
	1. To develop a sense of story through sequence	
	***a. By using a series of pictures	367
	b. By summarizing a story	367
	2. To create simple stories	368
	3. To expand stories by adding characters or conflict or changing settings or endings	377
	C. Uses exposition	
	***1. To explain simple ideas in a complete sentence	371
	***2. To dictate simple signs, labels, captions	419
	3. To tell personal reactions to books	378
	4. To give messages, make announcements and introductions	379
	5. To compose a report using three to five facts	379
	6. To give direction to familiar places	371
	7. To explain certain tasks	371

COURSE CONTENT 5

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
	D. Uses persuasion	
	1. To express opinions and viewpoints	380
	*2. To express a viewpoint using three to five supporting ideas	380
Written Expression		
I. Applies grammatical concepts and understanding of language structure to sentence development and analysis	A. Recognizes parts of speech	
	***1. By distinguishing common and proper nouns	391
	2. By identifying nouns, verbs, adjectives, and adverbs	394
	*3. In identifying linking verbs	393
	4. In identifying demonstrative pronouns	566
	*5. In identifying prepositional phrases	397
	*6. In identifying coordinating conjunctions	395
	7. In distinguishing contractions and possessives	565
	B. Understands sentence structure	
	***1. By expressing a complete thought	356
	2. By identifying simple subject and predicate	383
	3. By writing command sentences	384

COURSE CONTENT 5

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
	4. By recognizing inverted order	385
	*5. By recognizing prepositional phrases	397
	*6. By using the noun of address	392
	*7. By distinguishing declarative, imperative, interrogative, exclamatory sentences	375
	8. By using sentence patterns	
	a. Noun-verb	385
	*b. Noun-verb-direct object	385
	*c. Noun-verb-adverb	385
	*d. Noun-verb-predicate adjective/ predicate nominative	385
	C. Manipulates, expands, and combines sentences	
	1. By changing statements into questions and commands	384
	2. By expanding sentences with simple modifiers	386
	3. By combining sentences using compound subjects or predicates	376

COURSE CONTENT 5

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
	D. Uses standard English form NOTE: See Aids to Reception and Expression, Proofreading and Editing, Part V, for skills related to correct usage of parts of speech and sentence structure.	
II. Develops simple stories or multi-sentence compositions	A. Uses description	
	***1. For sensory perceptions	398
	***2. To describe people or animals	398
	***3. To compare or contrast	398
	*4. To employ figurative language (similes, metaphors, personification)	405
	B. Uses narration	
	1. To write stories using ideas from pictures or other stimuli	407
	2. To summarize oral stories	409
	3. To write story endings	411
	4. To write stories about imaginary animals, people, objects	408
	5. To write autobiographical sketches	415
	6. To establish a story setting	412

COURSE CONTENT 5

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
	7. To write stories with plot and characters	413
	*8. To write stories with plot, characters, and dialogue	413
	*9. To rewrite stories adding characters or changing plots or endings	377
	*10. To write original fairy tales and tall tales	416
	*11. To write short plays, puppet plays, vignettes, skits, film scripts or TV scripts	413
	C. Uses exposition	
	1. To keep personal diaries or logs	423
	2. To relate personal experiences	423
	3. To record facts about an event or area of interest	379
	4. To write a report from an outline of two sections	424
	5. To report interviews	425
	6. To write simple news items	425
	*7. To interpret proverbs, adages, etc.	428
	D. Uses persuasion	
	1. To distinguish between facts and opinions in own written reports	430

COURSE CONTENT 5

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
	*2. To express a viewpoint using three to five supporting ideas	380
III. Writes paragraphs using a variety of methods of development	A. Uses description	
	1. For describing emotions	402
	2. To describe people or animals	399
	3. To describe a picture or picture series using facts and opinions	404
	B. Uses exposition	
	1. To write personal reactions to a book	378
	2. To develop a paragraph from a topic sentence	426
	3. To explain a process	418
IV. Develops functional writing skills	A. Writes lists of related items	420
	***B. Records telephone messages	421
	C. Writes thank-you notes, invitations, friendly letters, post cards	422
	*D. Completes order blanks, job applications, social security forms, checks, driver's license applications	429

COURSE CONTENT 5

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
Study Skills		
I. Adjusts reading rate to materials and purposes	A. Skims	
	1. Sentences, paragraphs, and stories	461, 462
	***2. Indexes	448
	3. To find answers to questions and confirm ideas	461
	*4. To get an overview	461
	5. Using key words	462
	6. To locate special terms, specific words, headings, subheadings	461
	B. Adjusts rate to meet the demands of each content area	479
II. Locates information	A. Uses alphabetical order	
	***1. Fourth letter	442
	2. In locating information	443
	B. Uses reference materials	
	1. Dictionary (see Vocabulary Development section)	
	2. Encyclopedia	
	***a. Locating information	447
	***b. Using index	448

COURSE CONTENT 5

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	3. Graphic materials	
	*a. Map-scale	452
	***b. Globes	453
	***c. Diagrams	454
	***d. Tables	454
	***e. Schedules	456
	***f. Line and bar graphs (interpret and compare information)	449
	*4. Newspaper	457, 458
	*5. Periodicals	459
	*6. Audio-visual media	460
	***C. Uses the library	
	1. To utilize the card catalog	446
	2. For reference materials	445
III. Organizes information	A. Sequences pictures	463
	B. Writes sentences chronologically using three to five facts	463
	C. Writes topic sentences	465

COURSE CONTENT 5

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	D. Outlines	
	1. By understanding outline format	471
	2. By completing an outline	471
	*3. By summarizing main ideas to build an outline	471
	4. By structuring a topical outline	469
	*E. Takes notes from what is read using key words in sentences and paragraphs	475
IV. Presents information	*A. Talks from an outline	476
	B. Uses a variety of ways to present information	
	1. Audio-visuals	460
	2. Drama	351
	C. See Oral and Written Expression sections	
V. Retains information	A. Previews books: captions, headings, footnotes, labels and symbols	479
	B. Uses SQ3R	479
VI. Develops habits conducive to study	A. Listens attentively	435

COURSE CONTENT 5

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	B. Participates in group activities	440
	C. Works independently	440
Proofreading and Editing Skills		
I. Gives attention to writing form	A. Writes legibly	
	1. In recognizing and correcting errors in cursive letter formation	502
	2. In joining cursive letters	502
	3. In spacing between letters and words	502
	4. In copying models of names, words, and sentences in cursive form	502
	5. In using manuscript for labels and charts	498
	6. In using margins	499
	7. In meeting standards of legibility and speed in manuscript and cursive writing	500
	B. Writes in cursive form from dictation	500
	C. Indents	
	1. Heading and closing of a letter	557
	2. Beginning of a paragraph	558

COURSE CONTENT 5

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	3. Outlines	559
	*4. Conversation for each change in speaker	558
	D. Proofreads for language structure and mechanics in own handwriting	573
II. Follows spelling conventions	A. Uses phonetic analysis	
	1. To write letters from given sounds	
	a. Consonants	
	***(1) Final consonants	510
	(2) Initial two-letter and three-letter blends	510
	(3) Initial and final digraphs	510
	b. Vowels	
	***(1) Long and short	514
	(2) Digraphs	514
	(3) Diphthongs	516
	2. To spell	
	***a. Phonetically regular words with the CVC pattern	515
	b. One-syllable words with the VC final e spelling pattern	515
	c. Words with variant sounds of c and g	512

COURSE CONTENT 5

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	d. Words with variant vowel sounds of ô, o͞o, o͝o	516
	e. Words containing ie, ei	516
	f. Words controlled by r	516
	g. Words with soft endings	516
	h. Words with silent consonants	513
	B. Uses structural analysis	
	1. To form noun plurals	
	***a. By adding es	525
	b. By changing y to i before adding es	525
	c. By changing f to v before adding es	525
	d. In writing words ending in o	525
	e. In writing words with internal vowel changes	525
	f. In writing words with no change as deer	525
	2. To write various verb forms	
	a. By adding ed	523
	b. By doubling the final consonant	
	(1) when adding ed	523
	(2) when adding ing	523

COURSE CONTENT 5

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	c. By dropping the final e	
	(1) when adding ing	523
	(2) when adding ed	523
	3. To form common contractions	524
	4. To form compound words	
	***a. Solid form	526
	b. Open form	526
	*c. Plurals of open form	526
	*d. Hyphenated compounds - singular and plural	526
	5. To form words with prefixes and suffixes	527
	6. To form common abbreviations	522
	*7. To form comparative and superlative adjectives	528
	*8. To form words with three or more syllables	529
	*9. By dividing words into syllables using VV, VCV, VCCV patterns	530
	C. Uses visual memory	
	1. To write number words through 100	519
	2. To write high frequency words - list of 36	518

COURSE CONTENT 5

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	3. To form abbreviations	522
	4. To write holiday and seasonal words	519
	5. To write school and community words	519
	6. To write content area words	519
	7. To write homonyms dictated in sentences	531
III. Uses capital letters correctly	A. Capitalizes	
	1. Titles of books, poems, reports, and stories	541
	2. Titles of persons used as names or in address	539
	3. Proper nouns and adjectives	534
	4. Names of languages and people	534
	5. Names of religions, religious organizations, political parties, specific clubs, and businesses	534
	6. Outlines	542
	7. Heading, salutation, and closing of letters	543
IV. Applies punctuation rules	A. Uses the period	
	1. After numerals and letters in outline	545
	2. After dollars, before cents, and with decimals	546

COURSE CONTENT 5

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	3. After initials	545
	4. After abbreviations	545
	B. Uses the comma	
	1. After nouns of address	548
	2. After introductory words	549
	3. After last name when written first	550
	C. Uses the colon after greeting in business letter	551
	D. Underlines titles of books	552
	E. Uses quotation marks	
	1. For exact words of a speaker	558
	*2. For titles of articles, short stories, short poems, chapters	553
	*3. By writing periods and commas inside	554
	F. Uses hyphen	
	1. With compound numbers	555
	2. With compound words	555
	3. In dividing syllables at end of line	555

COURSE CONTENT 5

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	G. Uses the apostrophe	
	1. With possessive nouns	556
	2. With contractions	556
V. Uses standard English patterns	A. Uses noun forms	
	1. For singular and plurals - regular and irregular	563
	2. For singular and plural possessives	565
	B. Uses pronoun forms	
	1. For plural possessives	566
	2. For objective pronouns	566
	3. For demonstrative pronouns	566
	C. Uses verb forms	
	1. To form correct tense - present, past and future tense	568
	2. To add inflectional endings to form tense	568
	3. With helping verbs	568
	D. Uses comparative and superlative adjective forms	572
	E. Uses correct word order of adjectives, nouns, verbs, and adverbs	382

COURSE CONTENT 5

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	F. Avoids double negatives	569
	G. Maintains subject-verb agreement of simple subject and predicate	561
	H. Recognizes and completes sentence fragments	562
	I. Recognizes and corrects run-on sentences	562
	*J. Deletes non-supportive sentences from paragraphs	575

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COURSE CONTENT 6

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
Vocabulary Development		
I. Utilizes word attack skills to decode common words	A. Uses visual/auditory discrimination	243, 254
	***B. Uses phonetic analysis	
	1. In identifying vowels - variant vowel sounds y, ea	271
	2. In identifying silent letters	264
	C. Uses structural analysis	
	1. To recognize basal root words	275
	2. To recognize meanings of affixes	
	a. Prefixes	
	(1) Prefixes: bi, com, con, de, inter, non, per, post, super, trans, tri	287, 288
	*(2) ab, ad, an, co, contra, en, im, tele	287, 288
	b. Suffixes	
	***(1) able, age, al, ion, ist, ive, ize, ment, or, th, tion, ty, y	287, 288
	*(2) ance, ant, ation, ence, ent, eous, ible, ie, ious, ish, our, ten	287, 288

COURSE CONTENT 6

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	***3. To utilize accent clues - primary/secondary stress in words of three or more syllables	292
II. Uses vocabulary acquisition skills to enlarge listening, speaking, reading, and writing vocabulary	A. Uses context clues	214
	B. Identifies basal vocabulary	
	***1. Fourth reader	214
	2. Fifth reader	214
	*3. Sixth reader	214
	***C. Applies meaning of vocabulary in context at basal reader level	214
	D. Identifies word meanings	
	1. Abstract meanings	235
	2. Colloquial words	233
	3. Semantics	231
	*4. Coined Words	233
	*5. Slanted words - sarcasm, propaganda	238
	6. Words for feelings	236
	7. Technical words in content field	228

COURSE CONTENT 6

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	*8. Special word relationships of informal speech	240
	***E. Perceives word relationships (classification)	230, 326
	*F. Investigates word history	239
	G. Utilizes dictionary skills	
	*1. In using the unabridged dictionary	304
	***2. In using the glossary, cross references	303, 304
	***3. In identifying secondary accents	302
	4. In locating inflected forms	298
Literal Comprehension		
I. Gives the literal meaning	***A. Comprehends words, phrases, sentences, paragraphs (on level)	315
	B. Comprehends poems, stories, articles	315, 316
II. Identifies main ideas and/or details in sentences, paragraphs and stories	***A. Identifies the main idea by selecting story titles	312
	***B. Locates and recalls supporting and specific details in stories (on level)	310, 314
	***C. Summarizes paragraphs and stories	320
III. Recognizes patterns and sequences of ideas	***A. Sequences chronologically five or more elements	317

COURSE CONTENT 6

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	***B. Sequences events in time and place	317
	*C. Sequences by size	317
	D. Recognizes flashback	317
IV. Follows oral and written directions	A. Follows exact directions for a scientific experiment	439
	B. Follows directions when organizing material	439
V. Demonstrates an understanding of the relationship of punctuation to meaning	A. Understands italics and parenthesis	318
Interpretive Comprehension		
I. Makes inferences	A. Makes inferences	323
II. Predicts outcomes and draws conclusions	A. Predicts outcomes and draws conclusions	321, 324
III. Perceives relationship	***A. Identifies story problem/solution	325
	***B. Relates part to whole	326
	C. Interprets analogies	328

COURSE CONTENT 6

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	***D. Classifies words and ideas	326
	E. Recognizes point of view in story development (first person)	344
IV. Interprets figurative language	A. Interprets similes	334
	B. Interprets metaphors	334
	C. Interprets personification	335
	D. Interprets exaggeration	333
V. Recognizes story elements	***A. Identifies character, feelings, actions, and motives	344
	***B. Identifies setting	338
	C. Identifies plot	339
	***D. Identifies characters as a story element	339
VI. Understands the use of language to achieve a special purpose	A. Recognizes idiomatic language	337
	B. Recognizes imagery	338
	C. Recognizes foreshadowing	321
	D. Perceives connotations	231

COURSE CONTENT 6

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
VII. Recognizes and has experiences in reading various types of literature	***A. Distinguishes between fiction and non-fiction	341
	***B. Distinguishes between realism and fantasy	341
	C. Identifies and reads fiction	
	1. Tall tales	331
	2. Historical fiction	330
	3. Modern realistic fiction	330
	4. Science fiction	330
	5. Fables	331
	6. Myths/legends	331
	7. Cartoons	332
	8. Fairy tales	331
	D. Identifies and reads non-fiction	
	1. Biography	330
	2. Autobiography	330
	3. Informational article	330
	E. Identifies and reads poetry	330
	F. Identifies and reads plays and drama	330

COURSE CONTENT 6

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
Critical Comprehension and Appreciation		
I. Develops the ability to read and listen critically	A. Distinguishes fact from fiction	341
	***B. Detects bias	346
	***C. Identifies individual/group actions	345
	D. Detects propaganda techniques	347
II. Listens and reads for pleasure and information	A. Selects books for free time	437
	B. Shares books	437
	C. Visits library frequently	437
	D. Reads various types of literature	445
	E. Uses informational books and materials	437, 445
Creative Comprehension		
I. Heightens anticipation and expectation	A. Relates personal experiences to what is heard and read	348
II. Does something with what is heard and read	A. Reproduces through imaginative oral reading	
	1. By interpreting mood, feeling, and meaning through voice	349

COURSE CONTENT 6

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	2. Using fluent, smooth, and correct phrasing	349
	3. Using delivery varying voice, tempo, and gesture	349
	B. Elaborates on what is read	
	1. By asking questions about things the author did not tell	350
	2. By adding or changing ideas	350
	C. Transforms or rearranges what is read into other forms	
	1. Art	351
	2. Music	351
	3. Drama	351
	4. Other literary forms	351
	5. Choral reading	351
III. Goes beyond what is read	A. Applies information	352
	B. Formulates main ideas	352
	C. Engages in further questioning, reading and experimenting	352

COURSE CONTENT 6

EXPRESSION - SPEAKING/WRITING

Learner Objectives		Skills	Activity Page No.
Oral Expression			
I. Organizes and expresses ideas in informal speaking situations	A.	Uses description for sensory perception	359
	B.	Uses narration	
	1.	To summarize stories in appropriate sequence	367
	***2.	To create simple stories	368
	3.	To expand stories by adding characters, conflict or changing settings or endings	377
	C.	Uses exposition	
	1.	To tell personal reactions to books	378
	***2.	To compose a report using three to five facts on a selected topic	379
	3.	To give directions to familiar places	371
	4.	To explain certain tasks	371
	5.	To give messages, make announcements and introductions	379
	D.	Uses persuasion	
	1.	To express opinions and viewpoints	380
	2.	To express a viewpoint using three to five supporting ideas	380

COURSE CONTENT 6

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
Written Expression		
I. Applies grammatical concepts and understanding of language structure to sentence development and analysis	A. Recognizes parts of speech	
	1. In identifying nouns, verbs, adjectives, and adverbs	394
	2. In identifying linking verbs	393
	3. In identifying demonstrative pronouns	566
	4. In identifying prepositional phrases	397
	5. In identifying coordinating conjunctions	395
	*6. In identifying interjections	396
	7. In distinguishing contractions and possessives	565
	B. Understands sentence structure	
	***1. Identifies simple subject and predicate	383
	***2. Writes command sentences	384
	3. Recognizes inverted order	385
	4. Recognizes prepositional phrases	397
	5. Uses the noun of address	392
	*6. Uses the appositive	392

COURSE CONTENT 6

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
	7. Identifies declarative, imperative, interrogative and exclamatory sentences	375
	8. Uses sentence patterns	
	a. Noun-verb	385
	b. Noun-verb-direct object	385
	c. Noun-verb-adverb	385
	d. Noun-verb-predicate nominative/ predicate adjective	385
	C. Manipulates, expands, and combines sentences	
	1. By changing statements to questions and commands	384
	***2. By expanding sentences with simple modifiers	386
	*3. By changing word order for variety	388
	*4. By expanding or shortening subject and predicate	387
	5. By combining sentences using compound subjects and predicates	376

COURSE CONTENT 6

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
	D. Uses standard English form NOTE: See Aids to Reception and Expression, Proofreading and Editing, Part V, for skills related to correct usage of parts of speech and sentence structure	
II. Develops simple stories or multi-sentence compositions	A. Describes using figurative language (similes, metaphors, personification)	405
	B. Uses narration	
	1. To write stories using ideas from pictures or other stimuli	407
	***2. To establish a story setting	412
	***3. To summarize oral stories	409
	***4. To write story endings	411
	5. To write stories about imaginary animals, people, objects	408
	6. To write autobiographical sketches	415
	7. To write stories with plot, characters, and dialogue	413
	8. To rewrite stories adding characters or changing plots or endings	377
	9. To write original fairy tales and tall tales	416

COURSE CONTENT 6

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
	10. To write short plays, puppet plays, vignettes, skits, film scripts or TV scripts	413
	C. Uses exposition	
	1. To keep personal diaries or logs	423
	2. To relate personal experiences	423
	3. To record facts about an event or area of interest	379
	4. To write from an outline of two sections	424
	5. To report interviews	425
	6. To write simple news items	425
	7. To interpret proverbs, adages, etc.	428
	D. Uses persuasion	
	1. To distinguish between facts and opinions in own written reports	430
	2. To express a viewpoint using three to five supporting ideas	380
	*3. To write advertisements	401
III. Writes paragraphs or multi-paragraph compositions using a variety of methods of development	A. Uses description	
	*1. For sensory perceptions	399

COURSE CONTENT 6

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
	2. To describe emotions	402
	3. To describe people or animals	399
	4. To describe a picture or a picture series using facts or opinions	404
	*5. To give subjective/objective information	404
	*B. Uses narration in developing a paragraph with chronological order	410
	C. Uses exposition	
	1. To develop a paragraph from a topic sentence	426
	2. To explain a process	418
	3. To write personal reactions to books	378
	*4. To develop theme of three to five paragraphs from a given topic	426
	*5. To utilize introductory paragraphs in writing a three to five paragraph theme	
IV. Develops functional writing skills	*A. Writes captions	417
	***B. Writes lists of related items	420

COURSE CONTENT 6

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
	C. Writes thank-you notes, invitations, friendly letters, and post cards	422
	D. Completes order blanks, job applications, social security forms, check, driver's license application	429
	AIDS TO RECEPTION AND EXPRESSION	
Study Skills		
I. Adjusts reading rate to materials and purpose	A. Establishes a purpose for reading	479
	B. Skims	
	1. Sentences and paragraphs	461
	***2. Stories	462
	***3. Using key words	462
	4. To locate answers to questions and confirm ideas	461
	5. To locate special terms, specific words, headings, subheadings	461
	6. To get an overview	461

COURSE CONTENT 6

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
II. Locates information	A. Uses alphabetical order in locating information	443
	B. Uses reference materials	
	1. Dictionary (see Vocabulary Development section)	
	2. Encyclopedia	447, 448
	3. Newspaper	457, 458
	4. Grapic materials	
	a. Map-scale	452
	*b. Map grids	452
	c. Graphs	449
	5. Periodicals	459
	6. Audio-visual media	460
	***C. Uses library resources for reports	445
III. Organizes information	***A. Sequences pictures, ideas, events	463
	***B. Writes sentences chronologically using three to five facts	463
	C. Writes topic sentences	465
	*D. Selects and limits topics	466

COURSE CONTENT 6

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	E. Outlines	
	1. Understands outline format	471
	2. Structures topical outlines	469
	***3. Completes an outline	471
	4. Summarizes main ideas to build an outline	471
	*F. Takes notes	
	1. From oral presentations	475
	2. From what is read using key words in sentences and paragraphs	475
IV. Presents information	A. Talks from an outline	476
	*B. Adapts for audiences and purpose	477
	C. Use a variety of ways to present information	
	1. Audio-visual	460
	2. Drama	351
	D. See Oral and Written Expression sections	

COURSE CONTENT 6

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
V. Retains information	A. Previews books - captions, headings, footnotes, labels and symbols	479
	B. Uses SQ3R	479
VI. Develops habits conducive to study	A. Listens attentively	435
	B. Participates in group activities	440
	C. Works independently	440
Proofreading and Editing Skills		
I. Gives attention to writing form	A. Writes legibly	
	1. In recognizing and correcting errors in cursive letter information	502
	2. In joining cursive letters	502
	3. In spacing between letters and words	502
	4. In copying models of names, words and sentences in cursive form	502
	5. In using manuscript for labels and charts	498
	6. In using margins	499

COURSE CONTENT 6

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	7. In meeting standards of legibility and speed in manuscript and cursive writing	500
	B. Writes in cursive form from dictation	500
	C. Indents	
	1. Heading and closing of a letter	557
	2. Beginning of a paragraph	558
	3. Outlines	559
	4. Conversation for each change in speaker	558
	D. Proofreads for language structure and mechanics	
	1. In own writing	573
	*2. In the writing of others	576
II. Follows spelling conventions in own written work	A. Uses phonetic analysis	
	1. To write letters for given sounds	
	a. Consonants	
	***(1) Initial two-letter and three-letter blends	510

COURSE CONTENT 6

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	***(2) Initial and final consonant digraphs: ch, ph, sh, th, wh, ck, ng	510
	b. Vowels	
	(1) Digraphs	514
	(2) Diphthongs	516
	2. To spell	
	***a. One-syllable words with the VC final e spelling pattern	515
	***b. Words with variant sounds of c and g	512
	***c. Words with variant vowel sounds of ô, o͞o, o͝o	516
	d. Words containing ie, ei	516
	e. Words controlled by r	516
	f. Words with soft endings	516
	***g. Words with silent consonants	513
	B. Uses structural analysis	
	1. To form regular and irregular noun plurals	525
	2. To form singular and plural, open and hyphenated compound words	526

COURSE CONTENT 6

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	3. To write various verb forms	
	***a. By adding ed with no change in root	523
	b. By dropping final e when adding ing	523
	c. By doubling final consonants when adding ed and ing	523
	***d. By dropping the final e when adding the ed	523
	4. To form comparative and superlative adjectivies	528
	5. To write words with prefixes and suffixes	527
	6. To form words with three or more syllables	529
	7. To form syllable division using VV, VCV, VCCV patterns	530
	***8. To form common contractions	524
	9. To form abbreviations	522
	C. Uses visual memory	
	***1. To write number words through 100	519
	***2. To write high frequency words (36)	518
	3. To write holiday and seasonal words	519

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	4. To write school and community words	519
	5. To write content area words	519
	6. To write homonyms in sentence dictation	531
III. Uses capital letters correctly	A. Capitalizes	
	1. Titles of books, poems, reports, stories, people	539, 541
	2. Proper nouns and adjectives	534
	3. Names of people and languages	534
	*4. Abbreviations (military, professional title, B.C. and A.D.)	538
	5. Outlines	542
	6. Heading, salutation, closing of letters	543
	7. Names of religions, religious organizations, political parties, specific clubs, and businesses	534
IV. Applies punctuation rules	A. Uses the period with outlines, dollars, cents, decimals, initials, abbreviations	545, 546
	B. Uses the comma	

COURSE CONTENT 6

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	*1. After phrases and clauses in a series	548
	*2. After appositives, parenthetical expressions	548
	3. After nouns of address, introductory words, last name when written first	548, 549, 550
	*4. To avoid misreading	548
	C. Uses the colon in business letter greetings	551
	D. Underlines titles	
	1. Of books	552
	*2. Of plays, magazines, newspapers	552
	E. Uses quotation marks	
	1. For exact words of a speaker	558
	2. With titles a. Of articles, short stories, poems, chapters	553
	*b. Of essays	553
	3. Through usage a. With periods, commas	554
	*b. With semicolons, colons	554

COURSE CONTENT 6

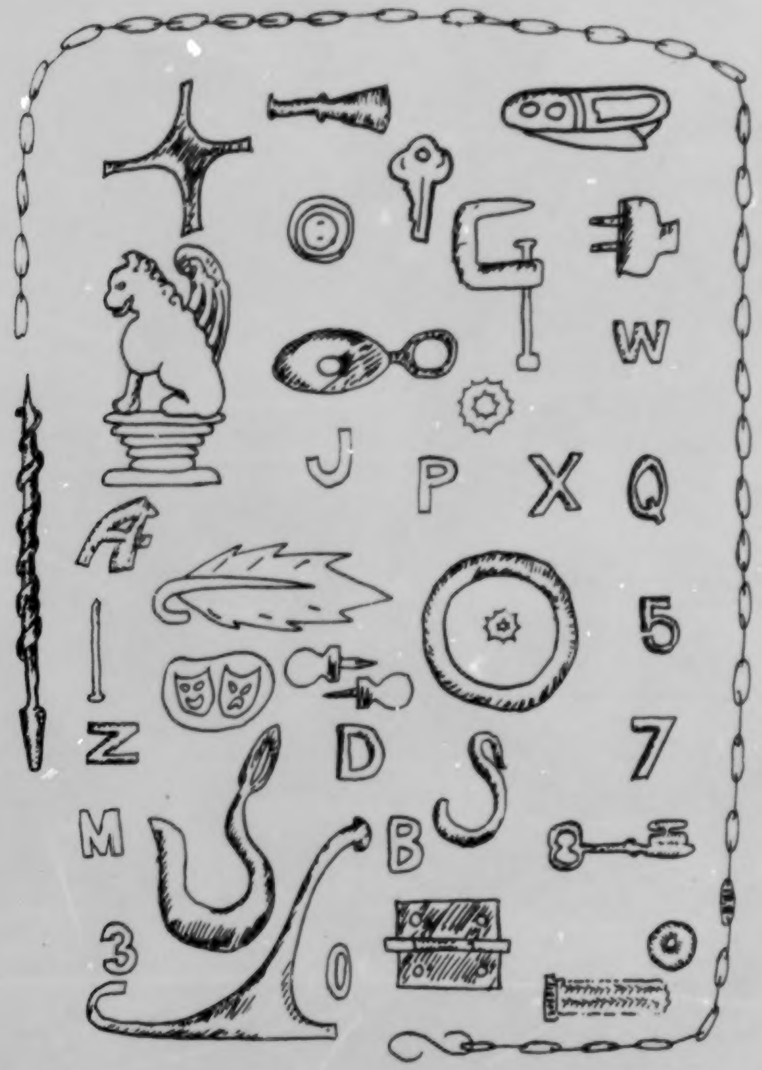
AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	F. Uses the hyphen	
	1. With compound numbers and words	555
	2. In dividing syllables at end of line	555
	G. Uses the apostrophe	
	1. With possessive nouns	556
	2. With contractions	556
V. Uses standard English patterns in written compositions	A. Uses noun forms	
	1. For singular and plurals - regular and irregular	563
	2. For singular and plural possessives	565
	B. Uses verb forms	
	1. To form correct tense - present, past, future	568
	2. To add inflectional endings	568
	3. With helping verbs	568
	C. Uses comparative and superlative adjectives	572
	D. Uses pronoun forms	
	***1. To form plural possessive	566

COURSE CONTENT 6

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	2. To form objective pronouns	566
	3. To form demonstrative pronouns	566
	*4. To form the nominative and objective cases	566
	E. Avoids double negatives	569
	***F. Uses correct word order of adjectives, nouns, verbs, adverbs	382
	G. Maintains subject-verb agreement	
	***1. Of simple subject and predicate	561
	*2. In sentences of varying complexity	561
	H. Recognizes and completes sentence fragments	562
	I. Recognizes and corrects run-on sentences	562
	J. Deletes non-supportive sentences from paragraph	575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SKILLS CONTINUUM

* Introduced
** Ongoing
*** Mastered
**** Maintained

READING SKILLS CONTINUUM, GRADES K-6

VOCABULARY	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Labels, describes, and classifies objects common to home and school in the environment and pictures	207	***						
Expresses ideas about objects, pictures, experiences	208	***						
Compares and interprets pictures	211		**					
Classifies pictures and objects orally	209	*	***					
Classifies words orally	210		*	***				
Demonstrates understanding of word concepts (above/below, behind/in front, top/bottom, left/right)	213	*	**	**	**	**	**	**
Identifies basal reader vocabulary at pre-primer and primer level	214		***					
Identifies basal reader vocabulary at first reader level	214		*	***				
Identifies basal reader vocabulary at second reader[1] level	214			***				

* Introduced
** Ongoing
*** Mastered
**** Maintained

READING SKILLS CONTINUUM, GRADES K-6

VOCABULARY	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Identifies basal reader vocabulary at second reader^{2} level	214			*	***			
Identifies basal reader vocabulary at third reader^{1} level	214				*	***		
Identifies basal reader vocabulary at third reader^{2} level	214				*	**	***	
Identifies basal reader vocabulary at fourth reader level	214					*	**	***
Identifies basal reader vocabulary at fifth reader level	214						*	**
Identifies basal reader vocabulary at sixth reader level	214							*
Applies meaning of vocabulary in context at basal reader level	214		***	***	***	***	***	***
Identifies basic sight/high frequency vocabulary-primary level utility words and Dolch 95 common nouns	215		*	**	***			
Recognizes and identifies pronoun references: it, he, she, they	217			*	***	****	****	****
Recognizes and identifies pronoun references: we, them, him, her	217					***	****	****

* Introduced
** Ongoing
*** Mastered
**** Maintained

READING SKILLS CONTINUUM, GRADES K-6

VOCABULARY	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Recognizes, identifies, and supplies synonyms	218			*	**	***	****	****
Recognizes, identifies, and supplies antonyms	219			*	**	***	****	****
Recognizes, identifies, and supplies homonyms	220			*	**	***	****	****
Identifies homographs in context	221				*	***	****	****
Recognizes, identifies, and supplies multiple meanings for given words	222				*	***	****	****
Recognizes, identifies, and supplies descriptive words	223				*	***	****	****
Recognizes and identifies contractions	224			*	**	***	****	****
Recognizes and identifies root words	225		*	**	**	***	****	****
Recognizes and identifies the meaning of words containing affixes	225			*	**	***	****	****
Recognizes and identifies hyphenated words	226				*	***	****	****

* Introduced
** Ongoing
*** Mastered
**** Maintained

READING SKILLS CONTINUUM, GRADES K-6

VOCABULARY	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Recognizes and identifies technical words in content fields	228		*	**	**	**	**	**
Recognizes and identifies word relationships (classification)	210 230 326		*	**	**	**	**	***
Recognizes semantics (connotative meaning)	231						*	**
Recognizes and identifies colloquial words	233						*	**
Recognizes and identifies coined words	233							*
Recognizes and identifies abstract meanings	235						*	**
Recognizes and identifies words and feelings	236	*	**	**	**	**	**	**
Recognizes and identifies slanted words (sarcasm, propaganda)	238							*
Recognizes and identifies word history and how words change with time	239							*
Recognizes and identifies special word relationships of informal speech	240							*

* Introduced
** Ongoing
*** Mastered
**** Maintained

READING SKILLS CONTINUUM, GRADES K-6

PHONETIC ANALYSIS	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Identifies environmental sounds	241	***						
Distinguishes loud and soft sounds, high and low sounds, like and different environmental sounds	241	***						
Differentiates between rhyming and non-rhyming words orally	244	*	***	****				
Identifies written rhyming words (phonograms) and rhyming words with different spellings	245		*	**	***			
Recognizes own name	246	***						
Distinguishes visual differences in primary colors, sizes (big, little, tall, short, small, large), shapes (circle, triangle, square, rectangle) and letters of alphabet in uppercase and lowercase	247 249 250 254	***						
Distinguishes direction -- top/bottom, left/right	251 252	***						
Follows left to right sequence	253	***						
Matches uppercase to other uppercase letters, lowercase to other lowercase letters, and one syllable words of like configuration	254	***						

* Introduced
** Ongoing
*** Mastered
**** Maintained

READING SKILLS CONTINUUM, GRADES K-6

PHONETIC ANALYSIS	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Identifies letters of alphabet in uppercase and lowercase and numerals 1-10	255	***						
Identifies and matches uppercase and lowercase letters	255		***	****				
Identifies and employs initial consonants by sound and symbol	256		***	****	****			
Identifies and employs final consonants by sound and symbol	257		*	***	****			
Identifies and employs variant consonant sounds: c, g	258			*	**	***		
Identifies and employs variant consonant sounds: s, qu, x, gh	258				*	**	***	
Recognizes and employs consonant letters representing more than one sound: ex. hopped, named, furniture, nation	259					*	***	****
Identifies and employs single consonants in the medial position: ex. pi/lot	261				***	****	****	****
Identifies initial consonant blends by sound and symbol: bl, br, cl, cr, dr, fl, fr, gl, gr, pl, pr, sk, sl, sm, sn, sp, st, tr	262		*	**	***	****	****	****
Identifies and employs two-letter medial consonant blends	261				*	**	**	**

* Introduced
** Ongoing
*** Mastered
**** Maintained

READING SKILLS CONTINUUM, GRADES K-6

PHONETIC ANALYSIS	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Identifies and employs initial three-letter consonant blends by sound and symbol: scr, shr, spl, squ, str, thr, spr	262			*	***	****	****	****
Identifies and employs final consonant blends by sound and symbol -- nd, nt, st	262			*	***	****	****	****
Identifies and employs consonant digraphs by sound and symbol: ch, ph, sh, th, wh	263		*	**	***	****	****	****
Identifies and employs consonant digraphs by sound and symbol: ck, ng	263			*	***	****	****	****
Identifies and employs silent consonants: kn, wr, gn	264			*	***			
Employs the principle that some letters (vowels and consonants) are silent: ex. climb, island, psalm, listen	264					*	**	***
Identifies and employs short vowels by sound and symbol	266		*	**	***			
Identifies and employs long vowels by sound and symbol	267		*	***	****			
Identifies and employs final silent e generalization	267		*	**	***			

* Introduced
** Ongoing
*** Mastered
**** Maintained

READING SKILLS CONTINUUM, GRADES K-6

PHONETIC ANAYLSIS	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Identifies and employs vowel digraphs by sound and symbol: ai, ay, ea, ee, oa	267		*	**	***	****	****	****
Identifies and employs r controlled vowels	268		*	**	**	***	****	****
Identifies and employs l controlled vowels	268			*	***			
Identifies and employs diphthongs by sounds and symbol: oi, oy, ou, ow	270			*	***	****	****	****
Identifies and employs variant vowel sounds: ô, o͞o, o͝o	271			*	**	***	****	****
Identifies and employs variant vowel sounds: y, ea	271					*	**	***
Identifies and employs the schwa sound	272			*	**	***	****	****
Identifies and employs vowels in open and closed accented syllables: ex. pi/lot, can/dy	273				*	***	****	****
Recognizes and employs the effect of accent on vowel sound: ex. mi'nute, min'ute	273					*	***	****

* Introduced
** Ongoing
*** Mastered
**** Maintained

READING SKILLS CONTINUUM, GRADES K-6

STRUCTURAL ANALYSIS	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Recognizes root words introduced in the basal reader	275		*	**	**	**	**	**
Recognizes and identifies root words with verb endings: s, ed, d, t, ing	276		*	**	***			
Forms new words by adding verb endings: ed, s, ing	276		*	**	***			
Identifies inflectional endings with no change in root words, s, ed, ing, ly, er, est	277		*	**	**	***	****	****
Identifies endings with change in root word: doubling the consonant, dropping final e, changing y to i	279			*	**	**	***	****
Recognizes, identifies, and forms new words with noun endings: plural s, es	280		*	**	***	****	****	****
Recognizes and employs irregular plural forms	282					***	****	****
Recognizes, identifies, and forms new words with noun endings: possessives (singular and plural)	281		*	**	***	****	****	****
Recognizes comparative endings: er, est	283		*	**	***			

* Introduced
** Ongoing
*** Mastered
**** Maintained

READING SKILLS CONTINUUM, GRADES K-6

STRUCTURAL ANALYSIS	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Recognizes and employs compound words: solid, then hyphenated, then open	284		*	**	***	****	****	****
Recognizes and forms contractions omitting one letter	286			*	***			
Recognizes and later forms contractions omitting more than one letter	286				*	***	****	****
Recognizes affixes as syllables with meanings of their own	287			*	**	***	****	****
Uses prefixes: a, be, un, re Uses suffixes: er, ly, ful	288			*	**	***	****	****
Uses prefix: dis Uses suffixes: less, ness, est	288				*	***	****	****
Uses prefixes: pre, mis, ex, in, sub	288					*	***	***
Uses suffixes: able, ment, ty, th, al, ist, ive, ize, or, ion, tion, age, y	288					*	**	***
Uses prefixes: non, com, con, tri, super, pro, inter, trans, post, per, de, bi	288						*	**

* Introduced
** Ongoing
*** Mastered
**** Maintained

READING SKILLS CONTINUUM, GRADES K-6

STRUCTURAL ANALYSIS	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Uses prefixes: on, im, ad, ab, an, co, contra, tele Uses suffixes: ish, ant, ent, ance, ence, ten, eous, our, il, ible, ious, ation	288							*
Discriminates between one- and two-syllable words given orally	289		*	***	****	****	****	****
Discriminates between one- and two-syllable words in printed form	289			*	***	****	****	****
Employs syllabication generalization: When two consonants come between two vowels in a word, the syllable division usually comes between the two consonants (per-haps)	290				*	**	***	****
Employs syllabication generalization: When one consonant comes between two vowels in a word, the syllable division usually comes before the consonant (va-cant)	290				*	**	***	****
Employs syllabication generalization: When the last three letters of a word are a consonant followed by le, usually the final syllable consists of the consonant and the le (ma-ple)	290				*	**	***	****
Employs syllabication generalization: Prefixes and suffixes are separate syllables	290				*	**	***	****

* Introduced
** Ongoing
*** Mastered
**** Maintained

READING SKILLS CONTINUUM, GRADES K-6

STRUCTURAL ANALYSIS	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Employs syllabication generalization: Compound words are divided between the syllables within the word (sum-mer-time, sun-light)	290				*	**	***	****
Employs syllabication generalization: Blends and digraphs are not divided (se-cret)	290				*	**	***	****
Employs syllabication generalization: The letters ck and x usually go with the preceding vowel (pick-le, tax-i)	290				*	**	***	****
Identifies accented syllable and primary accent	292				*	**	**	**
Employs accent clue: In root words with two syllables the first syllable is usually accented (pic'ture)	292					*	***	****
Employs accent clue: In words with a prefix or suffix, the accent is on or within the root word (be cause')	292					*	***	****
Employs accent clue: A syllable with a long vowel sound is usually accented (pi'lot)	292					*	***	****
Employs accent clue: In words of three or more syllables, primary accent is shown by a heavy accent mark, secondary stress is shown by a lighter accent mark (cham'pi on ship')	292					*	**	***

* Introduced
** Ongoing
*** Mastered
**** Maintained

READING SKILLS CONTINUUM, GRADES K-6

COMPREHENSION	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Applies given skills to passages at a readability level of 1.7	308		***					
Applies given skills to passages at a readability level of 2.4	308			***				
Applies given skills to passages at a readability level of 3.1	308				***			
Applies given skills to passages at a readability level of 3.7	308					***		
Applies given skills to passages at a readability level of 4.3	308						***	
Applies given skills to passages at a readability level of 4.9	308							***
Interprets meaning on level of words, phrases, and sentences	315		***	***	***	***	***	***
Interprets meaning on level of paragraphs	315		*	**	***	***	***	***
Interprets meaning on level of stories and poems	315 316		*	**	**	**	**	**
Interprets meaning on level of articles	315						*	**
Interprets meaning on level of punctuation: period, question mark	318		*	**	***	****	****	****

* Introduced
** Ongoing
*** Mastered
**** Maintained

READING SKILLS CONTINUUM, GRADES K-6

COMPREHENSION	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Interprets meaning on level of punctuation: exclamation mark	318			*	***	****	****	****
Interprets meaning on level of punctuation: comma, quotation marks	318				*	**	***	****
Interprets meaning on level of punctuation: italics, parenthesis	318					*	**	**
Listens and recalls story details (on level)	310	*	***	***	***	***	***	***
Locates, identifies, and recalls details and specific information in a sentence (on level)	310		***	***	***	***	***	***
Locates, identifies, and recalls details and specific information in a paragraph (on level)	310			***	****	****	****	****
Locates, identifies, and recalls details and specific information in stories (on level)	310				***	***	***	***
Listens and recalls story sequence	317	*	**	**	**	**	**	**
Recalls story sequence of two events	317		***					

* Introduced
** Ongoing
*** Mastered
**** Maintained

READING SKILLS CONTINUUM, GRADES K-6

COMPREHENSION	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Recalls and identifies story sequence of three events	317		*	***				
Identifies story sequence of four events	317			*	***			
Identifies story sequence of five or more events (literal)	317				*	**	***	
Identifies story sequence of five events (literal and implied)	317					*	**	***
Recognizes flashback	317					*	**	**
Identifies sequence in time and place	317						*	***
Identifies sequence in size	317							*
Identifies the main idea by selecting an appropriate title for a paragraph	312		*	***	****	****	****	****
Identifies the main idea by selecting a topic sentence in a paragraph	311			*	**	***	****	****
Identifies the main idea by selecting an appropriate title for a story	312					*	**	***

* Introduced
** Ongoing
*** Mastered
**** Maintained

READING SKILLS CONTINUUM, GRADES K-6

COMPREHENSION	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Selects the main idea for a story	313				*	**	***	****
Selects supporting details	314					*	**	***
Summarizes paragraphs and stories	320					*	**	***
Predicts outcome of stories read by the teacher and picture series	321	*	***					
Predicts outcomes of paragraphs read silently	321			*	**	**	**	**
Predicts outcomes of stories read silently	321				*	***	****	****
Determines cause and effect for stories read by the teacher	322		*					
Determines cause and effect for paragraphs read silently	322			*	**	**	**	**
Determines cause and effect for stories read silently	322				*	***	****	****
Makes inferences for stories read by the teacher	323		*					

* Introduced
** Ongoing
*** Mastered
**** Maintained

READING SKILLS CONTINUUM, GRADES K-6

COMPREHENSION	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Makes inferences for paragraphs read silently	323			*	**	***	****	****
Makes inferences for stories read silently	323				*	***	****	****
Draws conclusions for stories read by the teacher	324		*					
Draws conclusions for paragraphs read silently	324			*	**	**	**	**
Draws conclusions for stories read silently	324				*	***	****	****
Distinguishes fact and fantasy (real and make-believe)	341	*						
Distinguishes fact and fiction for stories read by teacher	341		*					
Distinguishes fact and fiction for paragraphs read silently	341			*	**	**	**	**
Distinguishes fact and opinion for stories read silently	343				*	***	****	****
Distinguishes realism/fantasy	341					*	**	***

* Introduced
** Ongoing
*** Mastered
**** Maintained

READING SKILLS CONTINUUM, GRADES K-6

COMPREHENSION	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Identifies and solves problems in stories	325					*	**	***
Identifies part/whole	326					*	**	***
Perceives relationships in classifications	326		*	**	**	**	**	***
Perceives analogous relationships	328					*	**	**
Perceives relation of setting to situation	350						*	**
Interprets by describing and dramatizing character traits from stories read by the teacher	329		*	**	**	***		
Reads critically to interpret, describe, dramatize, and compare character traits	329				*	***	****	****
Reads critically for character, feelings, actions, and motives	344					*	**	***
Reads critically for individual/group actions	345					*	**	***
Reads critically for fiction/non-fiction	341					*	**	***

* Introduced
** Ongoing
*** Mastered
**** Maintained

READING SKILLS CONTINUUM, GRADES K-6

COMPREHENSION	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Reads critically for bias	346					*	**	***
Reads critically for propaganda	347						*	**
Recognizes types of literature: biography	330					*	**	**
Recognizes types of literature: autobiography	330					*	**	**
Recognizes types of literature: poetry	330					*	**	**
Recognizes types of literature: tall tale	331					*	**	**
Recognizes types of literature: fairy tale	331					*	**	**
Recognizes types of literature: myths/legends	331						*	**
Recognizes types of literature: fable	331						*	**
Recognizes types of literature: modern realistic fiction	330						*	**

* Introduced
** Ongoing
*** Mastered
**** Maintained

READING SKILLS CONTINUUM, GRADES K-6

COMPREHENSION	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Recognizes types of literature: historical fiction	330						*	**
Recognizes types of literature: science fiction	330						*	**
Recognizes type of literature: informational article	330						*	**
Recognizes types of literature: plays/drama	330						*	**
Recognizes types of literature: cartoons	332						*	**
Recognizes point of view (first person)	344					*	**	**
Interprets meaning on level of figurative language	333				*	**	**	**
Recognizes figurative language - exaggeration	333					*	**	**
Recognizes figurative language - personification	335					*	**	**
Recognizes figurative language - metaphor	334					*	**	**

* Introduced
** Ongoing
*** Mastered
**** Maintained

READING SKILLS CONTINUUM, GRADES K-6

COMPREHENSION	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Recognizes figurative language - simile	334					*	**	**
Recognizes idiomatic language	337					*	**	**
Recognizes imagery	338						*	**
Recognizes connotations	231						*	**
Recognizes foreshadowing	321						*	**
Recognizes story elements: character and setting	339					*	**	***
Recognizes story elements: plot	339					*	**	**

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* Introduced
** Ongoing
*** Mastered
**** Maintained

READING SKILLS CONTINUUM, GRADES K-6

STUDY SKILLS	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Listens attentively	435	*	**	**	**	**	**	**
Carries out simple oral directions	355 438	*						
Follows two-step oral directions	438		***					
Follows three-step oral directions	438			***				
Follows simple written directions	439		*	***				
Follows increasingly complex oral and written directions	439				***	****	****	****
Follows multiple step directions	439					***		
Participates in group activities	440	*	**	**	**	**	**	**
Works independently	440	*	**	**	**	**	**	**
Alphabetizes with first letter	442		*	***				

* Introduced
** Ongoing
*** Mastered
**** Maintained

READING SKILLS CONTINUUM, GRADES K-6

STUDY SKILLS	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Alphabetizes with second letter	442			*	***			
Alphabetizes with third letter	442			*	**	***		
Alphabetizes with fourth letter	442					*	***	
Alphabetizes randomly selected words	442				**	***		
Uses alphabetical order to locate information	443					****	****	****
Locates and uses the parts of a book: title page, table of contents, page numbers	444		*	***	****			
Previews books: captions, headings, footnotes, labels, and symbols	479				*	**	**	**
Selects books on a specific topic	445			*	***			
Uses card catalog to locate book titles, authors, number of pages, call numbers	446				*	**	***	
Identifies and uses reference materials in library	445				*	**	***	

* Introduced
** Ongoing
*** Mastered
**** Maintained

READING SKILLS CONTINUUM, GRADES K-6

STUDY SKILLS	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Uses library resources for reports	445							***
Locates information in the picture dictionary	294		*	***				
Uses the dictionary's guide words and entry words	295			*	**	***	****	
Uses the dictionary to locate word meanings	297		*	**	***			
Uses the dictionary to locate, select, and verify word meaning in context	297				*	***		
Uses the dictionary for multiple meanings	297				*	**	**	**
Uses the dictionary for correct word spelling	298		*	**	**	***		
Uses the dictionary for inflected form	298				*	**	**	**
Uses the dictionary for pronunciation guide	299				*	**	**	**
Interprets pronunciation key	300				*	**	**	**
Uses diacritical markings	299				*	**	***	

* Introduced
** Ongoing
*** Mastered
**** Maintained

READING SKILLS CONTINUUM, GRADES K-6

STUDY SKILLS	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Recognizes variant pronunciations	301						***	
Understands secondary accent	302					*	**	***
Uses cross references in dictionary	303						*	***
Uses glossary applying dictionary skills	304				*	**	***	
Uses unabridged dictionary	304							*
Locates information in a picture encyclopedia	447			*	***			
Understands organization of encyclopedia and locates information	447					*	***	****
Uses index volume of encyclopedia	448					*	***	
Interprets and uses graphic materials	449 456		*	**	**	**	**	**
Interprets and uses calendar	450		*	**	***			

* Introduced
** Ongoing
*** Mastered
**** Maintained

READING SKILLS CONTINUUM, GRADES K-6

STUDY SKILLS	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Interprets and uses picture maps, locating and marking specific points, answering questions	451		*	**	***			
Uses maps in locating points and answering questions	451				*	***		
Reads and interprets maps using scale	452						*	**
Reads and interprets map using a grid	452							*
Interprets and uses globe	453					*	***	****
Interprets and uses simple charts	454		*	**	**	***	****	****
Interprets and uses diagrams	454			*	**	**	***	****
Interprets and uses tables	454			*	**	**	***	****
Interprets and uses schedules	456			*	**	**	***	****
Interprets and uses picture graphs	449				*	***		

* Introduced
** Ongoing
*** Mastered
**** Maintained

READING SKILLS CONTINUUM, GRADES K-6

STUDY SKILLS	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Interprets and uses line and bar graphs	449					*	***	****
Compares information derived from graphs (line and bar)	449					*	***	****
Locates information in telephone directory	443				*	***		
Understands the organization of a newspaper	457						*	**
Reads newspaper critically	458						*	**
Uses various periodicals	459						*	**
Uses various audio-visual media	460						*	**
Locates information by skimming	461			*	**	**	**	**
Skims sentences, paragraphs	461			*	**	**	**	**
Skims story	462			*	**	**	**	***

* Introduced
** Ongoing
*** Mastered
**** Maintained

READING SKILLS CONTINUUM, GRADES K-6

STUDY SKILLS	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Skims to get an overview	461						*	**
Skims to find answers to questions	461			*	**	**	**	**
Skims to confirm ideas	461				*	**	**	**
Skims for special terms, specific words, headings, subheadings	461					*	**	**
Skims using key words	462					*	**	***
Skims telephone directory	461				*	***		
Skims indexes	448					*	***	
Understands format of an outline	471				*	**	**	**
Completes a simple outline	471				*	***		
Selects main topics and subtopics	471					*	**	**

* Introduced
** Ongoing
*** Mastered
**** Maintained

READING SKILLS CONTINUUM, GRADES K-6

STUDY SKILLS	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Summarizes main idea to build an outline	471						*	**
Talks from an outline	476						*	**
Takes notes from reading using key words in sentences and paragraphs	475						*	**
Sequences ideas and events	464							****
Uses effective study strategies such as SQ3R	479					*	**	**
Reads for pleasure and information (fiction and non-fiction)	437		*	**	**	**	**	**
Reads from a variety of sources	445			*	**	**	**	**
Communicates ideas speaking rhythmically	436	*	**	**	**	**	**	**
Selects a book	437	*	**	**	**	**	**	**
Signs for a book	437		***					

* Introduced
** Ongoing
*** Mastered
**** Maintained

WRITING SKILLS CONTINUUM, GRADES K-6

TYPES AND FORMS OF WRITING - DESCRIPTION	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Uses words to designate location: over, under, in, on, etc. (orally)	357	*	***					
Uses color words in description (orally)	359	*	***					
Tells about experiences in the five sensory areas: seeing, hearing, tasting, touching, smelling	359	*	**	**	**	**	**	**
Writes one or more sentences about experiences in one of the sensory areas	398			*	**	**	***	
Writes a paragraph employing the sense of sight, sound, or touch	399							*
Creates a newspaper or magazine ad that appeals to the senses	401							*
Uses words to describe simple emotions (orally)	361	*	***					
Writes a paragraph describing a specific emotion	402					*	**	**
Uses words to describe shapes and sizes, people, and animals (orally)	363	*	**	**	***			
Creates and describes imaginary animals, people, or objects orally	358 363	*	**	**	***			

* Introduced
** Ongoing
*** Mastered
**** Maintained

WRITING SKILLS CONTINUUM, GRADES K-6

TYPES AND FORMS OF WRITING - DESCRIPTION	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Writes sentences to describe people or animals	398		*	**	**	**	***	
Writes paragraphs describing people or animals	399					*	**	**
Writes a paragraph describing a picture or a series of pictures using either facts or opinions	404					*	**	**
Writes a paragraph using subjective description	404							*
Writes a paragraph using objective description	404							*
Uses terms of comparison and contrast to describe things (orally)	364	*	**	**	***			
Writes sentences using comparison or contrast	398			*	**	**	***	
Uses figurative language in simple description	405						*	**
Writes effective similies, metaphors, and uses personification	405						*	**

* Introduced
** Ongoing
*** Mastered
**** Maintained

WRITING SKILLS CONTINUUM, GRADES K-6

TYPES AND FORMS OF WRITING - NARRATION	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Tells a story from a series of pictures (orally)	367	*	**	**	**	**	***	
Creates simple stories (orally)	368	*	**	**	**	**	**	***
Writes a sentence using given words about a topic	406		*	**	***			
Writes a story using ideas from pictures or other stimuli	407		*	**	**	**	**	**
Writes stories about imaginary animals, people, objects	408			*	**	**	**	**
Summarizes a story in appropriate sequence (orally)	367	*	**	**	**	**	**	**
Writes a simple summary from oral presentation of story	409			*	**	**	**	***
Writes a narrative paragraph using chronological order	410							*
Tells endings for stories presented by teacher (orally)	369	*	***					
Writes endings for stories presented by teacher	411			*	**	**	**	***

* Introduced
** Ongoing
*** Mastered
**** Maintained

WRITING SKILLS CONTINUUM, GRADES K-6

TYPES AND FORMS OF WRITING - NARRATION	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Expands known stories by adding characters, conflict, or by changing settings or endings (orally)	377				*	**	**	**
Rewrites stories by adding characters or changing plots or endings	377						*	**
Completes simple nursery rhymes, riddles, jingles (orally)	370	*	**	***				
Writes one or more sentences establishing the setting of a story	412		*	**	**	**	**	***
Writes a story with a plot and characters	413				*	**	**	**
Writes simple short stories with plot, characters, and dialogue	413						*	**
Writes autobiographical sketches	415			*	**	**	**	**
Writes original fairy tales and tall tales	416						*	**
Writes short plays, puppet plays, vignettes, skits, film scripts or TV scripts	413						*	**
Writes captions for cartoons, T-shirts, bumper stickers	417							*

* Introduced
** Ongoing
*** Mastered
**** Maintained

WRITING SKILLS CONTINUUM, GRADES K-6

TYPES AND FORMS OF WRITING - EXPOSITION	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Explains simple ideas in a complete sentence (orally)	371	*	**	**	**	**	***	
Gives directions to locate familiar places (orally)	371	*	**	**	**	**	**	**
Explains how to perform certain tasks (orally)	371	*	**	**	**	**	**	**
Writes a paragraph explaining a process (e.g., recipes, directions)	418				*	**	**	**
Dictates simple signs, labels, captions	419	*	**	**	**	**	***	
Sorts and lists items into categories	420		*	**	***			
Writes lists of related items	420		*	**	**	**	**	***
Records simple telephone messages	421			*	**	**	***	
Writes thank-you notes, invitations, friendly letters, post cards	422			*	**	**	**	**
Copies a class diary	423		*	**	***			

* Introduced
** Ongoing
*** Mastered
**** Maintained

WRITING SKILLS CONTINUUM, GRADES K-6

TYPES AND FORMS OF WRITING - EXPOSITION	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Writes daily one or more sentences in a personal diary or log	423			*	**	**	**	**
Writes a weekly journal, log, diary entry	423							*
Writes about personal experiences (e.g., trips, family life)	423				*	**	**	**
Tells about a personal reaction to a book	378		*	**	**	**	**	**
Writes a personal reaction of one paragraph about a book	378					*	**	**
Collects three to five facts on a selected topic and composes a report (orally)	379				*	**	**	***
Writes two to five sentences using facts about an event or area of interest (e.g., class newspaper, biographies, content area material, etc.)	379				*	**	**	**
Writes an account of an event from a simple outline with at least two main sections	424					*	**	**
Writes brief reports based on interviews	425					*	**	**

* Introduced
** Ongoing
*** Mastered
**** Maintained

WRITING SKILLS CONTINUUM, GRADES K-6

TYPES AND FORMS OF WRITING - EXPOSITION	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Composes a simple news item	425					*	**	**
Writes a topic sentence and develops a short expository paragraph of three to five sentences	426				*	**	**	**
Writes a three to five paragraph theme from a given topic	426							*
Develops a three to five paragraph theme from an introductory paragraph	426							*
Takes notes from a written source, lecture, visual source	427							*
Writes interpretations of old sayings, proverbs, adages, etc.	428						*	**
Fills out simple forms (e.g., application for library card)	429			*	**	***		
Completes order blanks	429			*	**	**	**	**
Completes job applications	429						*	**
Completes social security forms, checks, driver's license application	429						*	**

* Introduced
** Ongoing
*** Mastered
**** Maintained

WRITING SKILLS CONTINUUM, GRADES K-6

TYPES AND FORMS OF WRITING - PERSUASION	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Expresses opinions and viewpoints (orally)	380	*	**	**	**	**	**	**
Expresses a viewpoint, using three to five supporting ideas (i.e., cites opinions or facts)	380						*	**
Distinguishes between facts and opinions in own written reports	430					*	**	**
Writes advertisements for real and imaginary products	401							*

* Introduced
** Ongoing
*** Mastered
**** Maintained

WRITING SKILLS CONTINUUM, GRADES K-6

TYPES AND FORMS OF WRITING - HANDWRITING	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Manipulates large marking crayons, paint brushes and scissors	487	*	***					
Demonstrates left-to-right and top-to-bottom orientation	488	*	***					
Follows a maze	489	*	***					
Traces circles and lines (slant, straight)	490	*	***					
Traces shapes (circle, triangle, square, rectangle, half circle)	490	*	***					
Reproduces shapes (circle, triangle, square, rectangle, half circle)	490	*	***					
Holds and uses a primary pencil correctly	492		*	***				
Uses correct paper position and posture for manuscript writing	493		*	***				
Identifies and traces numbers (1-10)	494	*	***					
Writes numbers (1-10)	494	*	***					
Identifies and traces lowercase manuscript letters	495	*	***					

* Introduced
** Ongoing
*** Mastered
**** Maintained

WRITING SKILLS CONTINUUM, GRADES K-6

TYPES AND FORMS OF WRITING - HANDWRITING	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Identifies and traces uppercase manuscript letters	495	*	***					
Identifies and traces name	496	*	***					
Writes lowercase and uppercase manuscript letters	495		*	***				
Writes name and simple words in manuscript with correct letter formation and letter spacing	496 497		*	***				
Writes simple sentences in manuscript with correct letter formation and spacing between words	499		*	***				
Uses manuscript writing when making labels and charts	498				*	**	**	**
Uses margins in writing assignments	499		*	**	**	**	**	**
Writes with reasonable speed in manuscript form from dictation	500			*	***			
Recognizes cursive letters by form and name	501			*	***			
Identifies all uppercase and lowercase cursive form	501			*	***			

* Introduced
** Ongoing
*** Mastered
**** Maintained

WRITING SKILLS CONTINUUM, GRADES K-6

TYPES AND FORMS OF WRITING - HANDWRITING	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Copies models of names, words and sentences in cursive form	502				*	**	**	**
Uses correct paper position and alignment fcr writing lowercase and uppercase cursive letters	493				*	***		
Uses correct strokes to join letters when writing words in cursive form	502				*	**	**	**
Writes with appropriate spacing between letters in a word and words in a sentence in cursive form	502				*	**	**	**
Writes in cursive form from dictation	500				*	**	**	**
Meets standards of legibility and speed in manuscript and cursive writing	500				*	**	**	**
Recognizes and corrects errors in cursive letter formation	502					*	**	**

* Introduced
** Ongoing
*** Mastered
**** Maintained

WRITING SKILLS CONTINUUM, GRADES K-6

TYPES AND FORMS OF WRITING - SPELLING	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Recognizes own first name in print with capital first letter	504	*	***					
Recognizes own full name in print with capital first letters	504	*	***					
Spells first name orally	505	*	***					
Writes from memory first name with capital first letter	505	*	***					
Copies own full name	505	*	***					
Writes from memory own full name with capital first letter	505	*	**	***				
Recognizes own address when presented orally	506	*	***					
States own address (orally)	506	*	***					
Recognizes own address in print	506	*	***					
Writes own address with correct spelling	506		*	***				
Recognizes (by pointing out) that some words begin with the same letter	507	*	***					

* Introduced
** Ongoing
*** Mastered
**** Maintained

WRITING SKILLS CONTINUUM, GRADES K-6

TYPES AND FORMS OF WRITING - SPELLING	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Identifies and matches letter names of the alphabet in uppercase and lowercase	507	*	***					
Copies the letters of the alphabet in uppercase and lowercase	508	*	***					
Writes the letters of the alphabet from memory	508		*	**	***			
Writes the letter that spells the initial sound in a given word using the consonant letters	510		*	**	**	***		
Writes the letter that spells the final sound in a given word using the following consonant letters: b, d, f, g, k, l, m, n, p, r, s, t, v, z	510		*	**	**	**	***	
Spells common words with variant sounds of c and g as cat and cent, gentle and go	512			*	**	**	**	***
Spells words with silent consonant: kn, wr, gn	513				*	**	**	***
Writes the letters that spell the initial sounds in a given word using the following consonant blends: bl, br, cl, cr, dr, fl, gl, gr, pl, pr, sk, sl, sm, sn, sp, st, tr	510			*	**	**	**	***

* Introduced
** Ongoing
*** Mastered
**** Maintained

WRITING SKILLS CONTINUUM, GRADES K-6

TYPES AND FORMS OF WRITING - SPELLING	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Writes the letters that spell the initial sounds in a given word using the following three-letter consonant blends: scr, spl, str, spr	510				*	**	**	***
Writes the letters that spell the initial and final sound in a given word using the following consonant digraphs: ch, ph, sh, th, wh, ck, ng	510				*	**	**	***
Writes the letter that spells the short vowel sound in a given word as a in bat, e in met, i in pin, o in hot, u in up	514		*	**	**	**	***	
Spells correctly phonetically regular words with the CVC pattern, as a in cat, ran, map, e in set, men, yes, i in big, him, sit	515		*	**	**	**	***	
Writes the letter that spells the long vowel sound in a given word, as a in gate, e in be, i in five, o in low, u in tune	514		*	**	**	**	***	
Spells one-syllable words with the VC final e spelling pattern, as plate, use, mile	515			*	**	**	**	***
Writes the letters that spell the sound in a given word using the following vowel digraphs: ai as in paid, ay as in play, ea as in each, ee as in meet, and oa as in boat	514				*	**	**	**

* Introduced
** Ongoing
*** Mastered
**** Maintained

WRITING SKILLS CONTINUUM, GRADES K-6

TYPES AND FORMS OF WRITING - SPELLING	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Spells words with variant vowel sounds of ô as in ball, saw, caught; o͞o as in food, moon, pool; o͝o as in book, foot, stood	516				*	**	**	***
Spells common words with sounds of diphthongs, oi as in choir, oy as in toy, and ou as in hour	516					*	**	**
Spells correctly words controlled by r as ar in star, er in her, ir in bird, ur in fur, or in for	516					*	**	**
Spells words with soft endings, as el in shovel, le in single, al in special	516					*	**	**
Spells correctly common words containing ie, ei, as in believe, receive, deceive	516					*	**	**
Spells correctly the basic color words	518		*	**	***			
Spells correctly the number names through 10	518		*	**	***			
Spells correctly the number names through 100	519		*	**	**	**	**	***
Correctly spells high frequency words: a, am, and, are, at, be, boy, can, for, girl, he, I, in, is, it, of, on, that, the, they, to, was, you	518	*	**	**	***			

* Introduced
** Ongoing
*** Mastered
**** Maintained

WRITING SKILLS CONTINUUM, GRADES K-6

TYPES AND FORMS OF WRITING - SPELLING	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Correctly spells high frequency words: am, all, but, by, there, will, do, down, each, from, this, with, get, how, had, have, up, write, her, his, like, little, we, why, not, one, out, said, what, who, she, some, their, then, when, your	518		*	**	**	**	**	***
Spells correctly the days of the week	518			*	**	***		
Spells correctly the months of the year	518			*	**	***		
Spells correctly frequently used words such as holiday words and seasons-of-the-year words	519		*	**	**	**	**	**
Spells correctly fraquently used school and community words	519		*	**	**	**	**	**
Spells correctly frequently used words in the content area	519					*	**	**
Spells common abbreviations, as Mr., St., Jan., Mon.	522				*	**	**	**
Spells verbs with ing, as in going, playing	523		*	**	**	***		
Spells past tense forms of verbs with ed ending, as walked, cleared, printed	523				*	**	**	***

* Introduced
** Ongoing
*** Mastered
**** Maintained

WRITING SKILLS CONTINUUM, GRADES K-6

TYPES AND FORMS OF WRITING - SPELLING	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Spells verbs with ing in which the final e is dropped, as in write--writing	523			*	**	**	**	**
Spells past tense forms of verbs with ed ending where the final e is dropped, as noted, piped, cared	523				*	**	**	***
Spells verbs with ing, where the final consonant is doubled, as in running, patting	523			*	**	**	**	**
Spells past tense forms of verbs with ed endings where the final consonant is doubled, as in dropped, spotted, batted	523				*	**	**	**
Spells common contractions, as can't, I'd, I'll	524				*	**	**	***
Spells plurals of nouns by adding s, as in boys	525		*	**	***			
Spells plurals of nouns by adding es, as in benches	525			*	**	**	***	
Spells words with final y changed to i before adding es, as in cries, flies	525			*	**	**	**	**
Spells correctly the plural forms of nouns ending in f, fe, as thief—thieves, knife--knives	525					*	**	**

* Introduced
** Ongoing
*** Mastered
**** Maintained

WRITING SKILLS CONTINUUM, GRADES K-6

TYPES AND FORMS OF WRITING - SPELLING	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Spells correctly the plural forms of nouns ending in o, as tomato--tomatoes, piano--pianos	525					*	**	**
Spells the singular and irregular plural of common nouns involving internal vowel changes, as man, men	525				*	**	**	**
Spells correctly commons words remaining the same in singular and plural forms, as deer, sheep	525					*	**	**
Spells common solid compound words, as sidewalk, airplane	526				*	**	***	
Spells open form of common compound words, as ice cream, fountain pen	526					*	**	**
Spells correctly the plurals of common open-form compound words, fountain pens, ice creams	526						*	**
Spells common hyphenated compound words, as drive-in, brother-in-law	526						*	**
Spells correctly the plurals of common hyphenated compound words with nouns, as brothers-in-law	526						*	**
Spells correctly words containing prefixes and suffixes	527					*	**	**

* Introduced
** Ongoing
*** Mastered
**** Maintained

WRITING SKILLS CONTINUUM, GRADES K-6

TYPES AND FORMS OF WRITING - SPELLING	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Spells correctly the superlative and comparative forms of adjectives, as easy, easier, easiest	528						*	**
Recognizes and spells basic words of three or more syllables	529						*	**
Recognizes and uses the patterns of words to divide words into correct syllables: VV(li/on), VCV (ti/ger), VCCV (pic/nic)	530						*	**
Spells and uses correct homonyms in sentence dictation	531					*	**	**

* Introduced
** Ongoing
*** Mastered
**** Maintained

WRITING SKILLS CONTINUUM, GRADES K-6

TYPES AND FORMS OF WRITING - CAPITALIZATION	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Uses the capital letter at the beginning of proper nouns: days of week	534	*	**	***				
Uses the capital letter at the beginning of proper nouns: months of year	534	*	**	***				
Uses the capital letter at the beginning of proper nouns: holidays	534	*	**	***				
Uses the capital letter at the beginning of proper nouns: addresses (streets, towns, states, countries)	534	*	**	**	***			
Uses the capital letter at the beginning of proper nouns: Names of persons and pets	533		*	**	***			
Uses the capital letter for proper nouns and adjectives	534				*	**	**	**
Uses the capital letter at the beginning of sentences	535		*	**	***			
Uses the capital letter for the pronoun I	536		*	**	***			
Uses the capital letter for initials	537		*	**	***			

* Introduced
** Ongoing
*** Mastered
**** Maintained

WRITING SKILLS CONTINUUM, GRADES K-6

TYPES AND FORMS OF WRITING - CAPITALIZATION	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Uses the capital letter for abbreviations (Mr., months, St., Rd., Ave., days of week, post office)	538			*	***			
Uses the capital letter for abbreviations (military, professional title, B.C. and A.D.)	538							*
Uses the capital letter for the titles of persons (Mother, Father, Aunt, Uncle)	539		*	**	**	**	**	**
Uses the capital letter for titles used in address or part of a proper name (President, General)	540		*	**	**	**	**	**
Uses the capital letter for titles (books, poems, reports, stories)	541		*	**	**	**	**	**
Uses the capital letter for names of languages and peoples	534				*	**	**	**
Uses the capital letter for names of religions, religious organizations, political parties, specific clubs, and businesses	534					*	**	**
Uses capital letters appropriately in outlines	542					*	**	**
Capitalizes the heading, salutation, and closing of letters appropriately	543		*	**	**	**	**	**

* Introduced
** Ongoing
*** Mastered
**** Maintained

WRITING SKILLS CONTINUUM, GRADES K-6

TYPES AND FORMS OF WRITING - PUNCTUATION	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Employs the period after statements	544		*	**	***			
Employs the period after command sentences	544				*	***		
Uses question mark appropriately	544		*	**	***			
Uses exclamation marks appropriately	544		*	**	***			
Uses the period after initials	545				*	**	**	**
Uses the period after abbreviations	545				*	**	**	**
Uses the period after numerals and letters in outline	545					*	**	**
Uses the period after dollars, before cents, and with decimals	546					*	**	**
Uses comma with words in a series	547			*	**	***		
Uses comma with simple phrases and clauses in a series	547							*

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* Introduced
** Ongoing
*** Mastered
**** Maintained

WRITING SKILLS CONTINUUM, GRADES K-6

TYPES AND FORMS OF WRITING - PUNCTUATION	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Uses comma with an appositive	548							*
Uses comma with parenthetical expressions	548							*
Uses comma with nouns of address	548				*	**	**	**
Uses comma for introductory words (yes, no, well)	549					*	**	**
Uses comma between day of month and year, after greeting and closing of a letter, between names of cities and states	550			*	***			
Uses the comma after last name when written first	550					*	**	**
Uses comma to avoid misreading	548							*
Uses colon for the time of day	551			*	***			
Uses colon after the greeting in business letters	551					*	**	**
Underlines those words italicized in print: titles of books	552			*	**	**	**	**

* Introduced
** Ongoing
*** Mastered
**** Maintained

WRITING SKILLS CONTINUUM, GRADES K-6

TYPES AND FORMS OF WRITING - PUNCTUATION	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Underlines those words italicized in print: titles of plays, magazines, newspapers	552							*
Uses quotation marks appropriately for the exact words of a speaker	558					*	**	**
Uses quotation marks appropriately for titles of articles, short stories, short poems, chapters	553						*	**
Uses quotation marks appropriately for titles of essays	553							*
Uses quotation marks appropriately with periods and commas	554						*	**
Uses quotation marks appropriately with semicolons and colons outside quotations	554							*
Uses hyphen with compound numbers (twenty-one through ninety-nine)	555					*	**	**
Uses hyphen with certain compound words (e.g., mother-in-law)	555					*	**	**
Uses hyphen to syllabicate words that are divided at the end of a line	555					*	**	**

* Introduced
** Ongoing
*** Mastered
**** Maintained

WRITING SKILLS CONTINUUM, GRADES K-6

TYPES AND FORMS OF WRITING - PUNCTUATION	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Uses apostrophe with possessive singular nouns	556			*	**	**	**	**
Uses apostrophe with contractions	556				*	**	**	**
Uses apostrophe with possessive plural nouns	556				*	**	**	**
Indents heading and closing in a letter	557			*	**	**	**	**
Indents for the beginning of a paragraph	558			*	**	**	**	**
Indents for outlines	559					*	**	**
Forms a paragraph for each change of speaker in conversation	558						*	**

* Introduced
** Ongoing
*** Mastered
**** Maintained

WRITING SKILLS CONTINUUM, GRADES K-6

TYPES AND FORMS OF WRITING - LANGUAGE STRUCTURE	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Follows simple oral directions	355	*	**	**	***			
Expresses ideas in complete sentences (orally)	356	*	**	**	***			
Identifies types of simple sentences (statements and questions)	375	*	**	**	***			
Composes sentences with compound subjects and/or compound verbs (orally)	376			*	**	***		
Expresses a complete thought in writing	382		*	**	**	**	***	
Uses correct word order (adjective, noun, verb, adverb)	382		*	**	**	**	**	***
Uses simple predicate to agree with simple subject	561		*	**	**	**	**	***
Identifies the functions of words (simple subject, simple predicate)	383			*	**	**	**	***
Writes a simple command sentence	384				*	**	**	***
Changes statements into questions and commands	384				*	**	**	**

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** Ongoing
*** Mastered
**** Maintained

WRITING SKILLS CONTINUUM, GRADES K-6

TYPES AND FORMS OF WRITING - LANGUAGE STRUCTURE	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Recognizes and composes the noun-verb sentence	385					*	**	**
Recognizes inverted order of subject and predicate in sentences	385					*	**	**
Combines sentences by using compound subjects or compound predicates	376				*	**	**	**
Recognizes and completes sentence fragments	562					*	**	**
Recognizes and corrects run-on sentences	562					*	**	**
Expands sentences by using simple modifiers (describing words)	386				*	**	**	***
Expands or shortens the subject and predicate	387							*
Changes word order of sentence (sentence variety)	388							*
Makes predicate agree with subjects of varying complexity (compound subjects, collective nouns, and sentences beginning with there or where)	561							*
Recognizes and builds the noun-verb-direct object sentence	385						*	**

* Introduced
** Ongoing
*** Mastered
**** Maintained

WRITING SKILLS CONTINUUM, GRADES K-6

TYPES AND FORMS OF WRITING - LANGUAGE STRUCTURE	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Recognizes and builds the noun-verb-adverb sentence	385						*	**
Recognizes and composes the noun-linking verb-predicate noun or predicate adjective sentence	385						*	**
Distinguishes among sentences according to meaning (declarative, imperative, interrogative, exclamatory)	375						*	**
Recognizes families of words such as names of people, things and animals	390	*	**	***				
Distinguishes between common and proper nouns	391	*	**	**	**	**	***	
Uses appropriate noun form (singular or plural; regular or irregular)	563	*	**	**	**	**	**	**
Uses appropriate form of singular possessive nouns	565		*	**	**	**	**	**
Uses plural possessive nouns	565			*	**	**	**	**
Distinguishes between contractions and possessives	565					*	**	**
Uses the noun of address	392						*	**

420

421

* Introduced
** Ongoing
*** Mastered
**** Maintained

WRITING SKILLS CONTINUUM, GRADES K-6

TYPES AND FORMS OF WRITING - LANGUAGE STRUCTURE	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Uses the appositive in a sentence	392							*
Uses appropriate subject pronouns (I, we, he, she, it, you, they)	566	*	**	**	***			
Uses appropriate object pronouns (me, him, us, them)	566		*	**	**	**	**	**
Uses pronouns in the nominative and objective cases	566							*
Uses appropriate singular possessive pronouns: my, mine, his, hers, yours (orally)	566	*	**	**	***			
Uses plural possessive pronouns (our, ours, their, theirs, your, yours)	566		*	**	**	**	**	***
Uses the appropriate demonstrative pronoun (this, that, these, those)	566			*	**	**	**	**
Uses appropriate verb tense (present and past)	568		*	**	**	**	**	**
Uses appropriate inflectional endings to express verb tense and number (ing, ed, s, es, d, t)	568			*	**	**	**	**
Uses appropriate helping and main verb combinations	568			*	**	**	**	**

* Introduced
** Ongoing
*** Mastered
**** Maintained

WRITING SKILLS CONTINUUM, GRADES K-6

TYPES AND FORMS OF WRITING - LANGUAGE STRUCTURE	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Uses correctly formed negative statements (refers to double negative)	569			*	**	**	**	**
Uses simple future tense in sentences	568				*	**	**	**
Recognizes linking verbs	393						*	**
Uses descriptive words (orally)	572	*	**	***				
Uses a, an, and the appropriately	571		*	**	***			
Uses comparative and superlative forms of adjectives appropriately such as fewer, fewest, better, best, more beautiful, most beautiful	572			*	**	**	**	**
Recognizes four parts of speech (nouns, verbs, adjectives, adverbs)	394				*	**	**	**
Uses connecting words (and, but, or)	395		*	**	***			
Recognizes simple coordinating conjunctions	395						*	**
Recognizes interjections	396							*
Recognizes prepositional phrases	397						*	**

* Introduced
** Ongoing
*** Mastered
**** Maintained

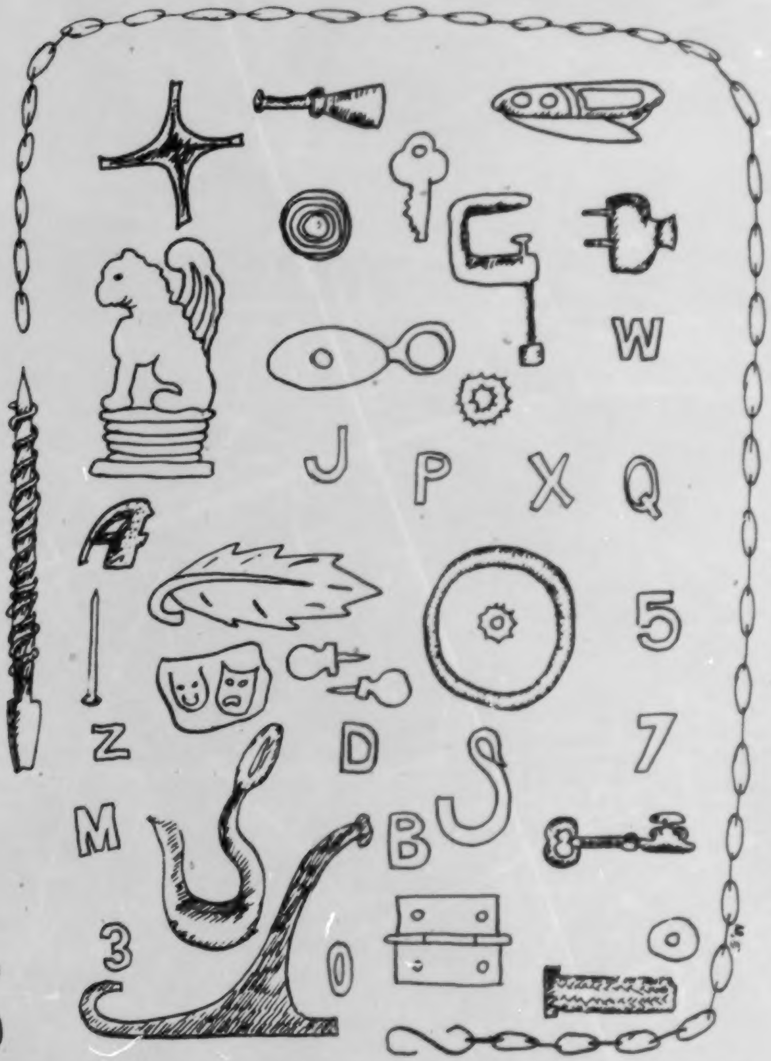
WRITING SKILLS CONTINUUM, GRADES K-6

TYPES AND FORMS OF WRITING - ORGANIZATION	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Organizes a series of pictures in a sequence	463	*	**	**	**	**	**	***
Organizes a series of three to five sentences into a logical sequence	463		*	**	***			
Writes sentences in chronological order using a series of three to five facts	463			*	**	**	**	***
Writes topic sentence for a paragraph on a given topic	465					*	**	**
Selects and limits a topic	466							*
Structures an outline by using the topic outline method	469					*	**	**
Adapts writing to different audiences and purposes	477							*

* Introduced
** Ongoing
*** Mastered
**** Maintained

WRITING SKILLS CONTINUUM, GRADES K-6

TYPES AND FORMS OF WRITING - PROOFREADING	ACTIVITY PAGE NUMBER	K	1	2	3	4	5	6
Proofreads for language structure and mechanics in own writing	573			*	**	**	**	**
Edits paragraphs by deleting nonsupporting sentences	575						*	**
Proofreads and edits compositions other than his own	576							*


W
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INSTRUCTIONAL ACTIVITIES

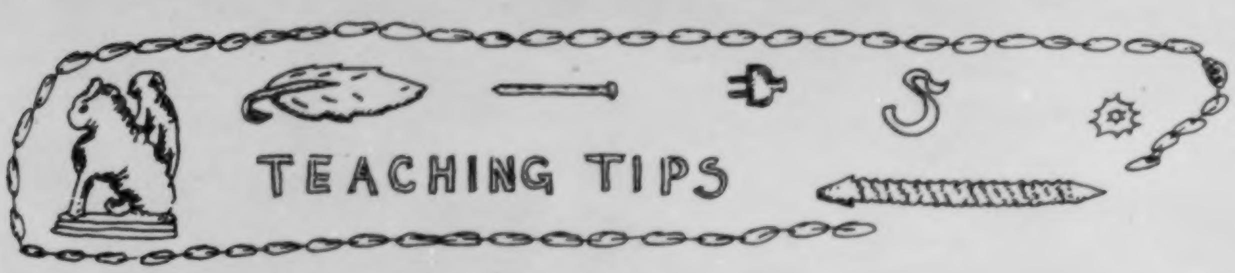
Vocabulary Written Expression
Study Skills Oral Expression
Proofreading & Editing Comprehension

TEACHING TIPS

Language Arts instruction begins when a child hears the first word and continues until, as a senior citizen he hears, speaks, reads, or writes his final word. An individual who is accomplished in the use of language is an artist who creates with words, spoken or written, and interprets messages of others through listening or reading. This close relationship between the four aspects of language reception and production enables each to serve as an example for processing in other communication modes and to provide reinforcement for learning in other areas. The activities contained in this section of the curriculum guide endeavor to illustrate and thereby foster integrated language arts instruction.

A second concept, basic to the use of the activities and to the development of additional lessons modeled upon these, is the hierarchical sequence of skill development. Students first need and master concrete and literal concepts and facts. Next, pupils can be led to see and make inferences which extend beyond the specific information stated or previously known. Finally, learners are prepared to proceed to the higher levels of critical understanding, application, and creative comprehension and expression. For each new skill area and/or concept this path must be retraced. Thus, understanding requires return to the concrete and progression to more abstract levels each time new conceptual or factual learnings are to be achieved. Although, as this sequence of learning becomes more of a habit and students are able to proceed to higher and more abstract levels more quickly, for each new learning area a return, however brief, to the literal aspects underlying the concept is always required.

Sample activities are grouped under the headings: vocabulary, comprehension, oral expression, written expression, study skills, and proofreading and editing skills. Introductory statements (Teaching T.I.P.S. - Teaching to Improve Performance of Students) are provided for each of these sections and the subsections of proofreading and editing - handwriting, spelling, mechanics (capitalization and punctuation), and usage. The activities listed progress from simple to complex and are designed to meet the needs of a variety of learners. It is the responsibility of the teacher to select the most appropriate activity for the learner.



VOCABULARY DEVELOPMENT

Words provide the basis for spoken and written communication. Comprehension of words through listening and reading completes the language cycle. Children enter school with a large vocabulary. Regretably, children's vocabulary knowledge is often incomplete and/or contains erroneous items (e.g., believing that "peanut-butter'n jelly" is a single word). Thus, vocabulary knowledge must be remediated and expanded before it can serve as the basis for learning to read and write.

In teaching vocabulary, a concept of words as labels must come first. Students' names and labels for familiar objects, actions, and feelings provide a secure link with prior experiences and serve well to illustrate the definition of words as "message carriers." While earlier consideration of words will focus upon concrete and single concepts, later study will extend to abstract and multiple meanings.

Vocabulary includes identification of a word, as evidenced by correct pronunciation, and skill in determination of meanings by numerous approaches. Identification skills are facilitated through sight word learning of high utility words and by mastery of phonetic analysis skills. The meanings of words are taught by providing students with associations related to: (1) designation of word meaning through use in context; (2) illustration of definition using picture or action demonstrations; (3) determination of word concepts by application of structural analysis principles, and (4) explanation of present word definitions through study of word history (etymology).

Development of vocabulary is never completed. Once basic word learning concepts are mastered, students are able to proceed with lifetime expansion of vocabulary knowledge and use. Teachers must be ever mindful that variance is great between student listening, speaking, reading, and writing vocabularies. Individuals with minimal language development have larger listening vocabularies with decreasing prowess in the order of speaking, reading and writing word use. Persons with higher level language skills may have better reading than listening vocabularies with speaking and writing following in third and fourth positions.

In building vocabulary, remember:

1. Introduction in meaningful context must be followed by extensive practice and application.
2. Categorization of terms and the identification of relationships aids in meaningful retention.
3. Wide reading, extensive written practice, and repeated involvement in discussions build vocabulary.

CONTENT: Vocabulary Development--Word Meanings, Description, Classification

OBJECTIVE: The student will label, describe, and classify objects common to home and school.

SKILL: Labels, describes, and classifies objects common to home and school in the environnment and pictures K

ACTIVITIES

1. Have students draw pictures of their room at home. Have each student describe his room and dictate labels for the objects he has pictured. Have students, as a group, classify objects in their rooms according to furniture, toys, clothing, etc.

2. Play, "I'm Thinking of an Object." Students take turns thinking of an object in the classroom. One student, who is chosen to be "it," whispers his object to the teacher. Classmates ask questions which can be answered "yes" or "no." The student who gets the correct answer gets to be "it." As each object is identified, label it. Objects may later be classified into categories: things for work/things for play; things to read from; things to write with; metal/wood.

3. Have students or teacher bring in empty grocery containers from home--canned goods, boxes, etc. Make a grocery store center in the classroom. Label shelves and classify items as canned goods/paper goods, edible products/ nonedible products, fruits/vegetables, sweets/nonsweets, etc. As follow-up, have students purchase goods starting with given sounds.

CONTENT: Vocabulary Development--Word Meanings, Description

OBJECTIVE: The student will increase vocabulary through expression.

SKILL: Expresses ideas about objects, pictures, experiences K***

ACTIVITIES

1. Explain to the children that they will play a pretend game. The make-believe part of the game is that they are receiving presents. Pass an attractive box which contains "surprises" among the children. The children examine what has been given them and then each child tells the class what he has. For example:

   "This is chalk. It is white. We write on the chalkboard with it." Objects that might be used: ball, button, thimble, eraser, glove, key, pen, pencil, penny, ring, ruler, ribbon, book, or small plastic toys.

2. Cut a round hole in the end of a shoe box just large enough to insert the hand. Place an object in the box and have the children take turns describing the shape, texture, and size of the object. Have the other children try to guess the object from the description. When the object is identified, place a different object in the box.

   Display animal cards and have the children identify the animals. Then have the children give verbal descriptions without pictures and have other children try to guess the animal being described. Use pictures of community workers. Give riddles about each worker. "He brings letters and packages to to our house. He is a ____________________(mailman). Suggested workers: carpenter, milkman, policeman, mailman, dentist, doctor, garbage man, fireman, nurse, teacher, telephone operator, gardener, chef, truck driver, druggist.

4. Cut pictures from readiness books, small picture dictionaries and lotto games. Have a child arrange picture cards by categories such as sports, animals, tools, fruits, etc. Have the child name the pictures and tell why they go together.

CONTENT: Vocabulary Development--Word Meanings, Classification

OBJECTIVE: The student will classify pictures and objects.

SKILL: Classifies orally pictures and objects K-1 1***

ACTIVITIES

1. Have students classify pictures and/or items according to seasons (appropriate to the area where the students reside). The student may also dress dolls or paper dolls in seasonal garb.

2. Have students cut from catalogs items that belong in a house and glue them in the appropriate room on a house floor plan. Provide a floor plan or have students draw one.

3. Collect groups of pictures that would normally go together: tools, playthings, furniture, clothing, food, pets, cars, etc. Have students sort by these categories. As an extension activity, mix the cards and have students discover new categories such as things made of metal.

CONTENT:	Vocabulary Development--Word Meanings, Classification		
OBJECTIVE:	The student will classify words.		
SKILL:	Classifies words orally	1-2	2***

ACTIVITIES

1. Have each student make a happy face and a sad face. Call out words. Students decide if the words give them happy feelings or sad feelings and hold up the appropriate face. Have students explain why the words evoked certain feelings. For example, pet might evoke happy feelings if the student has a pet or sad feelings if the student has recently lost a pet.

2. Read the story Animal House and have the student listen for the words that tell how animals make their homes in different places. A mole builds its home underground. A beaver builds parts of its home on the branch of a tree. A turtle does not need to build a home at all. A turtle carries its home on its back! Ask the following questions and have students give their answers.

    1. Which word tells where a mole builds its home?
    2. Which word tells where a beaver builds its home?
    3. Which words tell where a squirrel builds its winter home?
    4. Which words tell where a robin builds its home?
    5. Where is a turtle's home?

    Make and illustrate a poster, "Animal House."

3. Divide the class into two teams. Instruct the children to listen carefully as you call out a series of four words. Before you blow your whistle or clap your hands, the student whose turn it is must say which word does not fit in with the other three. A correct answer scores a point for his team. If there is a tie among children, or if there is doubt about who spoke first, runoffs can be held to see who is the quickest in finding the incongruity. Examples: harp, violin, orchestra, drum; or easier, red, yellow, green, sun. A variation of this is to have teams competing to see who can say the answer first.

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CONTENT: Vocabulary Development--Word Meanings, Comparison

OBJECTIVE: The student will build vocabulary by comparing and interpreting pictures.

SKILL: Compares and interprets pictures 1

ACTIVITIES

1. Find pictures in the newspaper, magazines, etc., for making a collage of family members - mother, father, grandparents, aunts, uncles, brothers and sisters. Have students look for situations or actions in the pictures that relate to their own lives. These should not be stereotyped. For example, if the student's father cooks, he should try to find a picture of the father cooking. If they go fishing as a family, the child should try to find a picture or pictures that he could cut out to show his situation.

2. Collect pictures from magazines, etc. Have students group them as to number (pictures with many things, pictures with a few things), place (home, school, candy store, food store, etc.), occupation, animal or vegetable, etc.

3. Have students look at the pictures at the beginning of a story and at the end of a story in which there has been some change. Discuss with the children the changes that occurred and why.

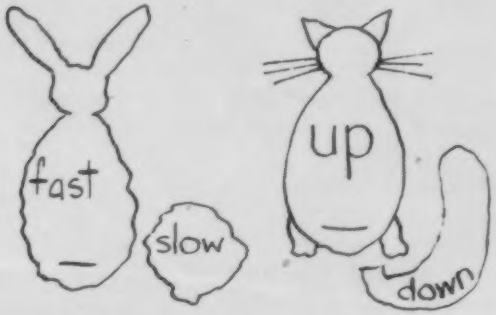
CONTENT: Vocabulary Development--Word Meanings, Opposites

OBJECTIVE: The student will identify opposites.

SKILL: Identifies opposites K-1

ACTIVITIES

1. Make a bulletin board game using animals or objects depending on the holiday or season. Example, black cats, Easter bunny, etc. Print a word on the body, and the opposite on the tail.



Have the children attach the proper tail with the correct animal.

2. Make up riddles using opposites. As the children's skills improve, help them make a book of riddles about opposites.

3. Make up crossword puzzles using opposites.

CONTENT: Vocabulary Development--Word Meanings, Spatial Concepts

OBJECTIVE: The student will demonstrate an understanding of word concepts.

SKILL: Demonstrates understanding of word concepts: above/below, behind/in front, top/bottom, left/right, first/middle/last, up/down

K-6

ACTIVITIES

---

1. Cut out squares, circles, triangles, rectangles, etc. of colored construction paper. Make these shapes in three sizes, about one inch, two inches, three inches. Give each child a variety of each shape, so that he has at least three of each shape and size and many colors. Write out a list of instructions that could be used with these shapes.

   Example:
   1. Put all the triangles in a row.
   2. Put all the circles below (on, under, etc.) them.
   3. Put one circle in the middle of your dish.
   4. Put a blue shape on the right, etc.

   Use only a few concepts at a time. Vary the activity by varying the instructions.

2. Divide a large sheet of newsprint in half. Label the top "Top" and the bottom "Bottom." Have students cut out pictures that show the top of objects or have them identify the top of objects and paste them on to make a collage. If a whole object is used, put arrows to show what is top and what is bottom.

3. As you are reading to children, have them point out concepts in the pictures. Ask questions such as "Where is the bus?" etc.

   As a follow-up: For the concepts in a row, next to, beside, etc., randomly pass out large letters of the alphabet to each student. Call out letters one at a time so that students end up in a row. Give directions which require students to use spatial references:

   Hold your letter in front of you. Hold your letter over your head.
   Would the person next to E, move out one step?

CONTENT: Vocabulary Development--Word Meanings, Basal Vocabulary

OBJECTIVE: The student will identify and apply the meaning of basal reader vocabulary and the basic sight/high frequency vocabulary.

SKILLS:

Identifies basal reader vocabulary at the pre-primer level	1	1***
Identifies basal reader vocabulary at the first reader level	1-2	2***
Identifies basal reader vocabulary at the second reader level	2	2***
Identifies basal reader vocabulary at the second reader^2 level	2-3	3***
Identifies basal reader vocabulary at the third reader level	3-4	4***
Identifies basal reader vocabulary at the third reader^2 level	3-5	5***
Identifies basal reader vocabulary at the fourth reader level	4-6	6***
Identifies basal reader vocabulary at the fifth reader level	5-6	
Identifies basal reader vocabulary at the sixth reader level	6	
Applies meaning of vocabulary in context at basal reader level	1-6	1-6***

ACTIVITIES

1. Use the VAKT technique or some variation with students having difficulties in remembering words. Have them trace a word several times, sounding it out as they trace it. (Adding machine tape is good for this.) When the student can write the word from memory, put it on the front of a 3" x 5" card. On the back have the student dictate or write a sentence using the word. Students may keep a file of the words they know.

2. Write basal vocabulary words on 3" x 5" cards. Play "Candyland," "Jaws," "Sorry," or any commercial game according to the usual rules, but before a player can move, he must draw a card, say the word, and use it in a sentence. Cards can be color-coded for different reading levels.

3. Given a list of basal vocabulary words (or use the list provided in the back of the basal), have students write a story, using as many of the words as possible, but leaving blanks where the basal vocabulary words go. Students in the same basal may then exchange stories and complete the story of their classmates.

CONTENT: Vocabulary Development--Word Meaning, Basic Sight/High Frequency Words

OBJECTIVE: The student will identify basic sight/high frequency vocabulary.

SKILL: Identifies basic sight/high frequency vocabulary: primary level utility words and Dolch 95 common nouns 1-3 3***

ACTIVITIES

1. When a student reads orally, record the errors the student makes, using the following system:

Substitutions - want/went
(the student substitutes want for went)
Omissions - saw
(the student omits saw)
Failure to pronounce - was
(the teacher pronounces the word was for the student)

Prepare exercises using the word not known or substituted. For example if a student substituted want for went, an exercise like the following could be used.

want
1. I ____________ to go with you.
2. I ____________ to go in the car.
3. I ____________ to get a book.

went
1. I ____________ to school.
2. My brother ____________ to school.
3. My sister ____________ to school.

want or went?
Do you ____________ to go to the store?
No, I __________ with Mother.
I ___________ to look at T.V. now.

As a follow-up, to help students realize the importance of knowing the high frequency words, give them a sheet of newspaper and have them highlight given high frequency words.

2. Have partners play "Climb the Ladder" with the basic sight words. (Words may actually be listed on rungs of a ladder or students may climb a list of words.) To climb, the student must say the word and use it in a sentence.

3. "What's My Word?" Each student has a different word card. One student stands in front of the group while each student in turn asks one question about his word. The questions may concern the meaning, the beginning sound, a rhyming word, or the root word. After asking the question, the student may guess what the word is. The student who identifies and uses the word in a sentence takes the leader's position.

DOLCH'S 95 COMMON WORDS

apple
baby
back
ball
bear
bed
bell
bird
birthday
boat
box
bay
bread
brother
cake
car
cat
chair
chicken
children
Christmas
coat
corn
cow
day
dog
doll
door
duck
egg
eye
farm
farmer
father
feet
fire
fish
floor
flower
game
garden
girl
goodbye
grass
ground
hand
head
hill
home
horse
house
kitty
leg
letter
man
men
milk
money
morning
mother
name
nest
night
paper
party
picture
pig
rabbit
rain
ring
robin
Santa Claus
school
seed
sheep
shoe
sister
snow
song
squirrel
stock
street
sun
table
thing
time
top
toy
tree
watch
water
way
wind
window
wood

CONTENT: Vocabulary Development--Word Meanings, Pronoun Reference

OBJECTIVE: The student will recognize and identify pronoun references.

SKILLS:	Recognizes and identifies pronoun references: it, he, she, they	2-6	3***
	Recognizes and identifies pronoun references: we, them, him, her	4-6	4***

ACTIVITIES

1. Pass out word cards with one of the following pronouns on each: they, he, it, we, she, him. Have the leader read a sentence and the children respond by holding up the card with the response that could replace the underlined words.

    1. (he) Bob has a new ball.
    2. (they) Mary and Sue went out to play.
    3. (it) The cow ate the grass.
    4. (we) LaTanya and I ate a hotdog.
    5. (she) Jean got a new doll.
    6. (him) Daddy took Scotty to a football game.

2. Using prepared stories containing many repeated proper nouns which are underlined, have students replace these nouns with appropriate pronouns.

3. Have students compose a worksheet for classmates containing many proper nouns which may be replaced with personal pronouns. The nouns to be replaced should be underlined.

CONTENT: Vocabulary Development--Word Meanings, Synonyms

OBJECTIVE: The student will recognize, identify, and supply synonyms.

SKILL: Recognizes, identifies and supplies synonyms 2-6 4***

ACTIVITIES

1. Read orally sentences similar to the following to see how many different synonyms the students can think of for the underlined word in each sentence.

    1. Steven is going on a journey to the moon.
       (trip)

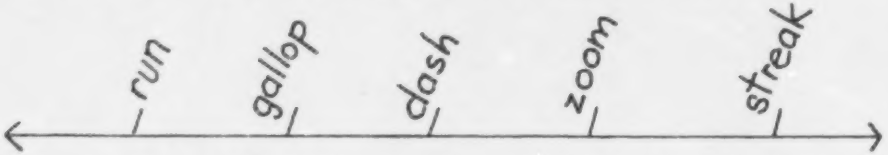
    2. Janice was glad that she found her sweater.
       (happy)

    3. The dog was very mad.
       (angry)

    4. The cat scampered up the tree
       (ran)

2. Have students write words for which there are synonyms on cards. On another card write a sentence using a synonym of that word. The cards may then be used to play "Fish" or "Concentration."

3. Choose a word such as run and have students locate as many synonyms as possible. List the words on the board: dash, zoom, streak, gallop. Discuss gradations in meaning and the need for being precise in choosing words. Point out that words may be arranged on a spectrum to show the gradation in meaning. For example, words for run might be arranged from slowest to fastest.



As a follow-up, have students find other synonyms and make spectrums to show gradations in their meaning. For example, spectrum might be made for "happy" words - from happy to ecstatic or "anger" words from mad to furious.

CONTENT: Vocabulary Development--Word Meanings, Antonyms

OBJECTIVE: The student will recognize, identify, and supply antonyms.

SKILL: Recognizes, identifies, and supplies antonyms 2-6 4***

ACTIVITIES

1. Make some word cards by writing one word on one side of the card and its opposite on the other side. Place them in a grab bag and have the student draw a card, read the word and give its opposite. Reverse the card for self-checking. Examples: fast-slow, no-yes, run-walk, little-big, front-back, listen-talk, down-up, after-before, new-old, night-day.

2. Go through the classified ads of a newspaper or magazine. Cut out particularly descriptive ads, and clip them to a sheet of paper. Then, with the aid of a dictionary substitute the descriptive words with their antonyms to come up with humorous "opposite ads."

3. Choose four or five words. Have students look up these words in a thesaurus or dictionary to find as many antonyms as possible for each word. Each student chooses at least one of the five original words or as many as he has time to do. After he has a list of antonyms, he writes a sentence for each one. Write a different sentence so that the word used will be defined in context or the meaning hinted at by the sentence. Each student, should have a chance to read a sentence to the class. The classmates tell what the antomym is and what it is the opposite of. For example, if thin were the original word the student might write, "The portly man could no longer fit into his last year's clothes." Portly is an antonym of thin.

CONTENT: Vocabulary Development--Word Meanings, Homonyms

OBJECTIVE: The student will recognize, identify, and supply homonyms.

SKILL: Recognizes, identifies, and supplies homonyms 2-6 4***

ACTIVITIES

1. Give a list of homonyms and a prepared story and have students choose the correct word to complete the story. Example:

    1. ate - eight
    2. fir - fur
    3. blew - blue
    4. bridal - bridle
    5. flour - flower
    6. bare - bear
    7. grate - great
    8. hoarse - horse
    9. knew - new
    10. made - maid
    11. rain - rein
    10. road - rode
    13. scene - seen
    14. wait - weight
    15. way - weigh

    When Grandmother was a little girl ___________ years old, she had a ______________adventure. She ____________a trip with her father. They lived on a farm in a valley in the mountains. It was a long ______________ to the city where her father had to go. They had to make the trip by________ and buggy.

2. Copy each homonym on the face of an index card and its definition on the back. Divide the class into teams. Show the homonym side of the card to one team member who makes up a sentence using the homonym. For each correct sentence, the team gets a point. If the sentence is incorrect, that team loses a turn and the next team gets two cards. Vary the difficulty of homonyms with the grade: blue/blew, marshal/martial.

3. Have one player go out of the room while the rest of the class agrees on a pair of homonyms. When the student returns, he asks each player questions in an effort to figure out what the homonyms are. The responses must be so phrased as to require the use of either one of the homonyms, but the word "teakettle" must be substituted for them. For example: if the student asks, "Is it in this room?" another could reply, "It is as plain as the "teakettle" on your face." (nose/knows)

CONTENT: Vocabulary Development--Word Meanings, Homographs

OBJECTIVE: The student will recognize and identify homographs.

SKILL: Recognizes and identifies homographs 3-6 4***

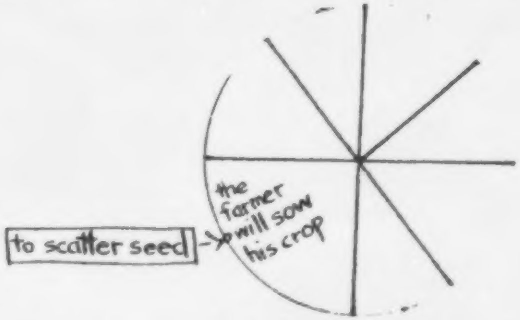
ACTIVITIES

1. Write a list of homographs on a chart with their definition. Have students complete sentences orally, pronouncing the homographs correctly. Example:

    bow - to bend; a tie; or a bow for a violin
    dove - a bird; past tense of dive
    wound- past tense of wind; to hurt
    live - present tense of the verb; adjective meaning "alive"
    row - to move a boat; a fight
    sow - a mother pig; to scatter seed

    The boy got a _______ and arrow for his birthday.
    The man ___________his clock.

2. Make a homograph wheel from a cardboard pizza holder. Put sentences using different homographs on the wheel. On clothespins put definitions of the homographs. Students match the definition to the sentences by clipping the definition to the wheel.



3. Given a list of homographs, have the students collect pictures to use with the pairs. Have them write paragraphs or stories related to the given homograph. Make homograph booklets for other students to read. A picture could be followed by the story which relates to it.

CONTENT: Vocabulary Development--Word Meanings, Multiple Meanings

OBJECTIVE: The student will recognize, identify, and supply multiple meanings for given words.

SKILL: Recognizes, identifies, and supplies multiple meanings for given words 3-6 4***

ACTIVITIES

1. As a whole group activity, have students locate words in the dictionary and read the meanings. For each meaning, write a sentence. Example:

play - They went to see a musical _____________ in the new theater.
Tommy loves to ____________ the piano.
Alice likes to ____________ with her friend Susie.

foot - The book measures 12 inches or one _____________.
He dropped the hammer on his ___________ but fortunately had safety shoes on.
My dog sleeps on the __________ of my bed.

Other words which might be used are: run, set, table, fire, cell, rock, force, power, cardinal, case.

2. Write words with multiple meanings on cards and play "Quiz Bowl." The leader draws for his group, and the team gives as many meanings as possible for each word. Score one point for each meaning supplied.

3. Have students make a list of words with multiple meanings. Then in groups or individually, have them write a paragraph using as many words as possible with as many meanings of each word as possible. Parts could even be in poetry. Illustrate them and share with others.

CONTENT: Vocabulary Development--Word Meanings, Descriptive Words

OBJECTIVE: The student will recognize, identify, and supply descriptive words.

SKILL: Recognizes, identifies, and supplies descriptive words 3-6 4***

ACTIVITIES

1. Select a short story and then write the story on the board without the descriptive words. Have students supply descriptive words. After the story is complete, have students copy the story supplying still another descriptive word. Give each student an opportunity to read his story.

2. Have the students look in the feature section or sports sections for words that describe. For example, students may find words that tell what color, what kind, which one, and how many.

What color?	What kind?	Which one?	How many?
black	pro	this	seven
navy	pleated	that	hundred
white	major	these	several
green	feminine	those	few

3. Make a list of questions and have children answer them individually or in groups.

Example: How many ways can a castle look?
(quaint, cold, etc.)

How many ways can sandpaper feel?
(gritty, rough, etc.)

Instruct children to think of as many words as they can that are descriptive. These can then be used to write stories or poems about the object, action, feeling, etc., being described.

CONTENT: Vocabulary Development--Word Meanings, Contractions

OBJECTIVE: The student will recognize and use contractions.

SKILL: Recognizes and uses contractions 2-6 4***

ACTIVITIES

1. Introduce contractions by using large black letters to write can and t. Make the n, o, and an apostrophe in red. Place can not on the board. Remove the red letters and put the red apostrophe in their place. Do the same with other contractions. Younger students may hold the letters (one each). Red ones sit down when apostrophes take their place.

2. "Doctors of Grammatical Surgery": Students become surgeons and operate on words to remove parts of the patient's anatomy (words). When the parts are removed (letters), the patient is sewn up by sutures (apostrophes). The doctor's handywork is displayed by the new look of the patient - a contraction.

3. Pair the students for a game of Good News and Bad News. Give an example as follows:

   Good News: We're having peach cobbler for dessert.

   Bad News: There aren't any peaches in it.

   Both must use a contraction in their statements. After this is done orally, the students then write one of their own.

CONTENT: Vocabulary Development--Word Meanings, Root Words and Affixes

OBJECTIVE: The student will recognize, identify, and use root words and affixes.

SKILLS:
Recognizes and identifies root words 1-6 4***
Recognizes and identifies affixes 2-6 4***

ACTIVITIES

1. A pocket chart and word cards are utilized for this activity. Divide the pocket chart into two columns. On the left-hand side list the root words such as those below. In an adjacent column, randomly list words composed of the root words plus an affix. Have the children match the root word in the first one with the root and its affix in the second column.

1.	finish	undecided	4.	decided	nationality
2.	reach	finishing	5.	place	reached
3.	determine	replace	6.	nation	predetermine

2. On a poster chart, write the following story. Have students then attach the prefixes un, dis, and re, and suffixes less and ful where they feel they are needed to get sentence sense.

DANGER IN THE SEA

Look Out! The prefixes are overboard. They've appeared into the deep. We've got to do something. I'm so happy. We'll never cover them.

Help! Suffixes are overboard, too! It's hope. This is dread.

Jumping Catfish! It's the Wizard of Words coming to the rescue with a boatload of affixes. With their help, we're unsinkable.

3. Divide the class into teams of four or five students seated in rows. Write a prefix (or suffix) and its meaning on the board. (Example: pre-before) On a given signal, the first person in each row writes one word using the prefix or suffix and passes the paper to the next person. After writing down a new word with the prefix or suffix, the second student passes the paper to the third brings the team's list to the teacher for corrections (or checks each of the words in the dictionary). The first team with a complete correct list wins that round.

CONTENT: Vocabulary Development--Word Meanings, Hyphenated Words

OBJECTIVE: The student will recognize, identify, and use hyphenated words.

SKILL: Recognizes and identifies hyphenated words 3-6 4***

ACTIVITIES

1. Cut out word cards of equal size. On each card print a hyphenated word and a sentence under that word. Make puzzle pieces by cutting between the word and the sentence and between the parts of the hyphenated word. Place about four puzzles in each envelope and pass out the envelopes to the children. The children then assemble the words and sentences. After being checked by you, the envelopes are exchanged so that each child eventually assembles the contents in each envelope.

2. Write the following words on separate 3" x 5" cards:

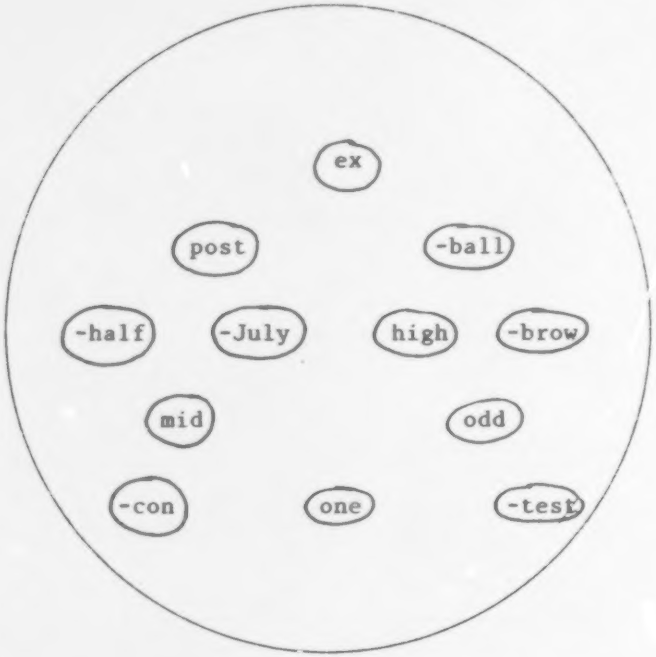
(In green)	(In red)
odd	-ball
high	-brow
post	-test
well	-built car
non	-verbal
president	-elect
ex	-champion
three	-fourths
matter	-of-fact

   Give one card to each student and let them find their match. When they are all properly matched, they pronounce their word. The paired students collaborate on writing a paragraph concerning or using the word.

3. Play "Concentration." Students are placed in groups of four and each group is given a card as follows:

474

475



Cards are made from one-fourth sheet of poster paper. Parts of hyphenated words are written separately in circles on the paper. The circles should be the size of poker chips. A player lifts two chips each turn, one at a time. If he makes a match, he pronounces the word and keeps the chips. If not, he replaces them and the next player tries to make a match. Remembering the position of the words is important. Students then write the words they have on their board, using them in sentences or paragraphs.

CONTENT: Vocabulary Development--Word Meanings, Technical Words

OBJECTIVE: The student will recognize, identify, and use technical words in content fields.

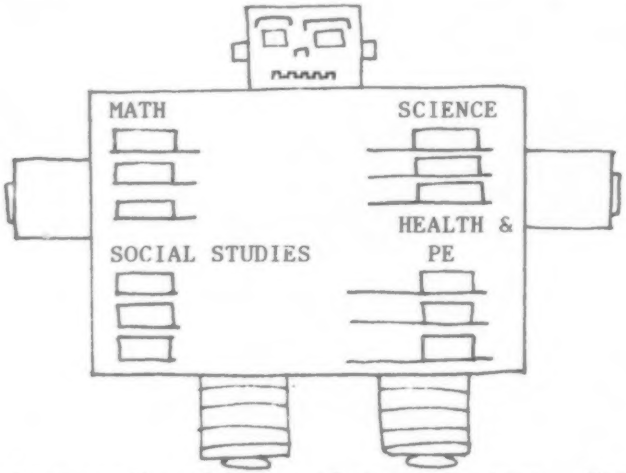
SKILL: Recognizes and identifies technical words in content fields 1-6

ACTIVITIES

1. Label a sheet of poster paper "Special Terms." You may use one sheet and include all content area words or use a separate sheet for each area of study. These should be placed in a position to be seen by the students frequently. Explain to the students that as they encounter new or unusual words, they will add them to the chart as a reference. They will write the word, its pronunciation, and definition.

2. The idea stated above may be used in individual dictionaries. Students make their own covers. Tabs are placed on blank sheets of paper for each letter of the alphabet. Words are added as they are encountered.

3. To stimulate interest in words, make "Robby Robot," as shown below:



Students make the robot from cardboard boxes of varying sizes. Fasten together, using pins, glue, and heavy duty tape. Paint with liquid tempera paints. Draw in and paint facial features. Write on headings with magic markers. Cut a large square in the back section of the body. Tape on with masking tape to open and close. Cut thin slots in the body section, just enough to slide a 3" x 5" card through. Reaching through the hole in the back section, glue tabs of cardboard to cover parts of the slots, being sure that no two slots in any single content area are the same width.

When placing a new word on the front (tape or stik-tack it above the slot), the matching definition will be cut to slide in the correct slot. If the definition is incorrect, it will not go into the slot.

Note: This may be wired and battery-operated to flash a light for the correct response.

480

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CONTENT: Vocabulary Development--Word Meanings, Classification

OBJECTIVE: The student will recognize and identify relationships among words.

SKILL: Recognizes and identifies word relationships (classification) 1-6 6***

ACTIVITIES

1. Prepare a set of word cards, preferably those words from the basal reader, spelling lists, experience lists, content areas, etc., being used. Give alternate rows of children word cards. Those students holding cards will be Quiz Masters. The others will challenge for position as Quiz Masters. Each challenger may ask any question that can be answered "Yes" or "No," such as, "Is it an animal?" and so on until he identifies it. He then changes position, gets a word, and becomes Quiz Master. Time is called by the teacher after three to five minutes, and the students change roles.

2. Fasten the glue side of 16 small white envelopes, four rows of four each, onto a colored piece of poster paper. Write categories on each envelope, color-coding these, such as, "Things to Wear," "Things to Eat," etc., depending on the word collection.

   Students place the words in the correct envelope. A colored dot matching the color on the envelope is on the back of each card for checking. Cards may later be removed by groups and used for drill. Checkups may be done by having a sheet with categories listed at the top and words to select from at the bottom of the page. Students write them under the proper category.

3. Have students develop activities according to directions in Activity 2.

CONTENT: Vocabulary Development--Word Meanings, Semantics
Comprehension--Connotations

OBJECTIVE: The student will recognize semantics (connotative meanings).

SKILLS: Recognizes semantics 5-6
Perceives connotations 5-6

ACTIVITIES

1. Discuss the positive or negative effect the following words, phrases, or sentences have on different members of the class: (words on board or transparency)

   a. thin - skinny
   cheap - inexpensive
   pork chop - meat from a pig
   policeman - cop
   heavy - fat
   undertaker - mortician
   stink - odor, stench

   b. My voice is strong and healthy. (not loud, which denotes loud mouth)

   c. He is a communist.

   As a follow-up, have a discussion of words that give "cold prickles" and "warm fuzzies." (Terms used in Transactional Analysis) List those words. Example: Spinach may give one student "cold prickles" and another student "warm fuzzies." Students select one under each category and write why they feel as they do about the word.

2. Give students a list of denotative words. Ask them to think of related words with both positive and negative connotations. Example:

-		+
glut	eat	relish
junk	food	feast
glare	look	admire

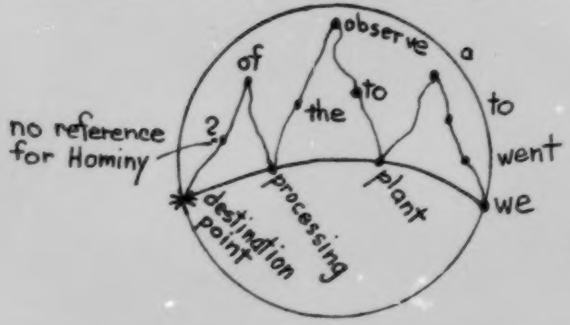
-		+
gale	wind	breeze
quack	doctor	physician
loot	money	wealth
loafer	worker	artisan
egghead	teacher	scholar
mutt	dog	pedigree
shower	rain	flood

3. Language Road Map. Use a road map to show how we get from one place to another, explaining that many things seen along the way are omitted from the map, such as houses, people, trees, etc. Our minds are language road maps. If particular words have no meaning for us, we can't "get there." Give the following sentences and elicit explanations from students:

   We drove to Taxila to see the digs. (Taxila is a city in Pakistan. The digs are excavations of a famous Buddhist city existing before the days of Alexander the Great.)

   We went to a plant to observe the processing of hominy. (Would a person from Alaska be familiar with hominy?)

   As a follow-up, give each student an enlarged version of the following "language map" in our brain.



   Students then make their own language map, finding words in the dictionary that may be unfamiliar to others. They exchange maps and see how far they go toward the Destination Point.

CONTENT: Vocabulary Development--Word Meanings, Colloquial and Coined Words

OBJECTIVE: The student will recognize and identify colloquial and coined words.

SKILL: Recognizes and identifies colloquial words 5-6
Recognizes and identifies coined words 6

ACTIVITIES

1. Write on the board each of the following colloquial expressions:

   Those words are over my head.
   Jane is up to her neck in work.
   I think I'll hit the hay early.
   It's really raining cats and dogs today.
   She let off steam.
   I'm so hungry I could eat a horse.
   He shot off his mouth once too often.

   Without preliminary discussion, have each student illustrate exactly what one sentence says. Then share the illustrations.

   As a follow-up, discuss words common to one geographical area that may not be used in other geographical areas

   I'm through with my work.
   I'm done with my work. (Eastern)

   Additional words: croak (die), loony (crazy), gyp (cheat), boner (error), grub (food).

2. Draw and cut from poster paper objects indicative of four different kinds of coined words. Label each picture with the type of coined word it represents:

   a rocket - "Scientific Names"
   a motel - "Blends"
   a telephone - "Clipping"
   a man scuba diving (or equipment) - "Initials"

Write the following words on 3" x 5" cards. Have students classify them according to the appropriate type as you discuss each one:

Scientific names - Astronaut, astroturf, sonar, radar, transistor, audio, video
Blends - Motel, paratroop, smog (smoke, fog)
Clipping - Phone, lab, sub, cab
Initials - Scuba, PAR.

Scientific names - usually from Latin and Greek.
Example: Television (from Greek "tele" - at a distance, plus Latin "videre" - to see)
Blends: - Blending established words.
Example: Motel (motorist's hotel)
paratroop (parachute troop)
Clipping - Shortening a word.
Example: Taximeter cab (taxi or cab)
Initials - Using initials to form a word.
Example: Scuba (self-contained underwater breathing apparatus); PAR (Public Affairs Research)

3. Have students research colloquial expressions through pen-pals and books. Keep a list of colloquial expressions encountered and make a poster or dictionary of the words or expressions. Group words or expressions by definition. Example: words for bag - sack, poke; words for soft drinks - coke, soda, pop.

As follow-up, have students "talk" like someone else for a day, using certain words and expressions indicative of a certain region of the country. Students can keep points on who was able to use them most consistently, etc.

CONTENT: Vocabulary Development--Word Meanings, Abstract Words

OBJECTIVE: The student will recognize, identify, and use words with abstract meanings.

SKILL: Recognizes and identifies words with abstract meanings 5-6

ACTIVITIES

1. Have students choose one abstract word, individually or as a group and make a collage of pictures, poems, etc., in which the meaning of the word is shown or demonstrated.

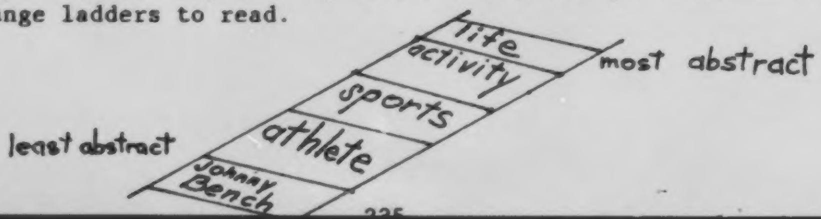
2. Show a painting or picture of a scene that would evoke emotional responses. Students dictate a cinquain to be written on the board or overhead projector about the painting. Discuss words with abstract meanings within the cinquain. Example:

(Patriotic Picture) Patriotism	(Painting of Fall Scene) Changes in Time
Loyal	Listening
Love of Country	To still faint sounds
Patriotic symbols	Of crisp, dry, rustling leaves
Give feelings of security	Crackling beneath the weight of feet
Freedom	Trampling

A cinquain contains five lines. The lines contain 2, 4, 6, 8, and 2 syllables respectively. Students write, then read orally, their own cinquains. These may be illustrated, displayed, or collected in book form for reading by others.

3. Draw a ladder on the board or on poster paper entitled "Abstraction Ladder." Begin the discussion by asking, "How are these different?" Johnny Bench - athlete - sports - activity - life

Discuss how each word becomes more abstract than the previous one. Have the following words on cards to be placed on the ladder by the students from least abstract to most abstract: you (using your own name), pupil, elementary school, education, learning. Students then make ladders of their own. Pupils exchange ladders to read.



CONTENT: Vocabulary Development--Word Meanings, Emotions

OBJECTIVE: The student will recognize, identify, and use words which express emotions.

SKILL: Recognizes and identifies words expressing feelings K-6

ACTIVITIES

1. Show the students a transparency (or picture) depicting various facial expressions. Discuss the feelings of the characters and situations which might have created these feelings. Write words on the board that the students verbalize, suggesting some of your own that relate to emotions. (You may include some of these in spelling lists as they relate to various skills being taught.) Each student then writes one sentence about one of these characters, using words from the board. These are shared orally, after which students write a paragraph using their topic sentence. They may illustrate their own character. These could be placed on a bulletin board entitled, "I've Got Feelings."

2. Give the pupils the following list of words:

   shaky
   excited
   sleepy
   irritable
   lazy
   tremendous
   frustrated
   delighted
   ambitious

   Ask them to write the words that tell the way they feel. Display these by placing words which have been cut apart under a piece of sandpaper for harsh words and a piece of velvet for soft words.

3. Have the following words on the board or cards:

   skepticism
   delectability
   anguish
   humility
   agression
   perplexity

   Give orally the following situations. Students will select the word that fits the situation.

   Situation #1: Last month, we went on a trip to New Orleans. The thing I enjoyed most was the delicious food. (delectability)

Situation #2: World War II began when a power-hungry man named Hitler invaded surrounding european nations. (aggression)

Situation #3: Sue had not completed her assignment. The teacher was having the question and answer period, and she hoped the bell would ring before her turn came. (anguish)

Situation #4: John would not speak to me today, but seemed friendly when school was out yesterday. I wonder what's wrong? (perplexity)

Situation #5: He says he will rake the yard tomorrow, but he has promised to do it for the past three weeks. (skepticism)

Situation #6: James did such a fine job on the scenery for the play, but did not want his name on the program. (humility)

Other words will then be added and discussed. Students write their own situations to fit words from the total list. They exchange situations with other students who fill in the correct words. You may follow with similar worksheets.

CONTENT: Vocabulary Development--Word Meanings, Slanted Words

OBJECTIVE: The student will recognize, identify, and use words with slanted meanings.

SKILL: Recognizes and identifies slanted words in propaganda and how they are used 6

ACTIVITIES

1. Select an article from the newspaper that uses a number of slanted words.

   Example: Joy Ride Ends in Death of Teenager
   (implies recklessness)

   Read the article and discuss the slanted words with students. Have other newspapers and magazines for pupils to find other articles. They will read some of these orally. Particular slanted words will be listed. Students then report their own "scoops" with slanted words.

2. List the following words on the board:

   fat person - weight watcher
   old person - senior citizen
   cook - chef
   garbage collector - sanitation engineer
   pimples - blemishes
   false teeth - dentures
   graveyard - memorial park

   Discuss the effect of changing a word if you were advertising a product, using the above as illustrations. Students locate ads in the advertising sections of newspapers. Slants are discussed and words added to the board list. They then write ads of their own, using slanted words. Note: Political campaigns include good materials for this.

3. Read an editorial or letter to the editor. Underline the words that make it slanted and rewrite it, changing those words to make it slanted in another way.

CONTENT: Vocabulary Development--Word Meanings, History and Changes

OBJECTIVE: The student will recognize and identify word history and how words change with time.

SKILLS: Recognizes and identifies word history 6
Recognizes and identifies word changes 6

ACTIVITIES

1. Place a large piece of poster paper or a length of newsprint on the wall. Entitle it "Graffiti." Allow the students to write any acceptable current jargon or word changes they wish for a given period of time on the paper. These are later read and discussed.

2. Choose several words that have taken on a new meaning in recent times. Have students talk to parents and grandparents about former meanings of the words and record the old meaning along with the news. Examples: neat, square, turkey, cool, bread, bag, cat, pad, dig, tough, swinger.

3. Introduce the history of words by a discussion of the following charts:

Sample of Old English	Sample of Middle English	Sample of Modern English Russian Period
"Ic him ae fter sceal." (I them after must.)	At nyght was come into that hostelrye.	But that the dread of something after death, The undiscovered country from whose bourn, No traveller returns- Puzzles the will,
c. 700 A.D. Beowulf	c. 1390 A.D. Chaucer, Prologue to the Canterbury Tales	c. 1600 A.D. Shakespeare, Hamlet, Act III

Group the students into time periods to do a time line on historical events and their influence on the English language. Students may consult the dictionary to find words originating in the different time periods. Students then present their time lines to the group. These are combined and displayed in sequence.

CONTENT: Vocabulary Development--Word Meanings, Informal Speech

OBJECTIVE: The student will recognize and identify special word relationships of informal speech.

SKILL: Recognizes and identifies special word relationships of informal speech 6

ACTIVITIES

1. Borrow a phone hook-up from a phone company or media center if available or use a play phone. Allow students to converse on the phone while others listen. Then discuss differences between informal speech and formal written language.

2. Cut single frames from the comic-strip section of newspapers. Cut out the written conversations. Glue these frames on 3" x 5" cards. Place in a file box. Beginning with one, number these on the back for later reference. Students select these from the box, number their paper to correspond with the number on the back of the card and write the conversation for the card. These are shared by reading orally to the class or by making their own comic-strip for display.

3. Have students compare several songs, some very modern "favorite" songs; other older songs that have a more formal word pattern. Have students discuss how the same thing may be said, but in totally different language. Also have them see how some older songs may also have been written in more informal speech and compare them to more "formal" modern songs. Look for what sentence patterns, verb usage, etc. made the difference between formal and informal.

CONTENT: Vocabulary Development--Phonetic Analysis, Auditory Discrimination

OBJECTIVE: The student will distinguish between and identify environmental sounds.

SKILLS:

Identifies environmental sounds	K***
Distinguishes loud and soft, high and low, like and different environmental sounds	K***

ACTIVITIES

1. Briefly review the sense of hearing and explain that students will use their sense of hearing as they walk around the classroom listening to sounds. Take students on a walk around the classroom. Allow them to identify the sounds. Encourage students to listen for these sounds as they play and work in the learning centers. As a follow-up activity, make a tape recording of sounds heard in the classroom. Play the tape and allow students to identify these familiar sounds. As an independent activity, collect objects in the classroom as the sounds are recorded on the tape of classroom sounds. Allow students to listen to the tape and match the objects to the sounds on the tape. Classify objects into groups of loud and soft sounds. (This can also be adapted for the outside.)

   As a follow-up, introduce the terms high and low by having students demonstrate with their whole bodies high and low positions, stretching bodies high in the air and then making bodies as low as they can on the floor. Use hands, legs, head, and other body parts to illustrate high and low. After students understand the terms "high" and "low," introduce the terms in relation to sounds. Sounds can also be high or low. Play high keys on a piano and allow the students to imitate the high sounds with their voices. Use a variety of instruments to demonstrate high and low sounds.

2. Extend environmental sounds to sounds outside of the classroom by taking listening walks around the school campus. Plan field trips to many areas, such as a farm, zoo, or playground, that provide first-hand experiences with environmental sounds. Play previously taped segments of home sounds, nature sounds, farm and zoo animal sounds, etc. Allow the students to identify sounds and classify them into loud and soft sounds.

   Suggested sounds to include:

   (1) Home sounds: appliances, vacuum cleaner, doorbell, telephone ringing, door shutting, toilet flushing, water running, dryer, washing machine and others

   (2) Nature sounds: bird chirping, cricket, dog barking, rain, crunch of leaves, and others

(3) Street sounds: police whistle, car starting, sirens, brakes, garbage can lids, airplanes, and others

a. Make a double set of sound cans from unbreakable opaque containers with lids. Partially fill two containers, each with various ingredients: rice, sand or salt, pennies, beans, gravel, jingle bells, and others. Seal the containers. Allow the students to shake the containers and listen to the sounds. After shaking the containers and listening to the sounds, the students can match those that sound alike and place the matching pairs on the tagboard squares. Discuss with the students which containers had loud and soft sounds. Have students arrange containers from loudest to softest.

b. Compose a sound tray filled with various objects that can be used to make sounds. Include:

bell
feather
whisk broom
comb
seashell
coconut shell
gong
triangle and striker
alarm clock
castanet
eggbeater
crisp paper
tissue
cotton ball
other
stapler
door
drawer
blinds
chalkboard
chair
money
window
paper

Encourage the students to explore the sound tray. Classify items into loud and soft sounds and items that produce a similar sound. Have students close their eyes while a sound is being made from one of the items on the tray. After listening, have the students open their eyes and find the object that produced the sound.

The sound tray may be placed in a learning center to provide more opportunities to explore sounds. Items on the tray may be changed from day to day.

c. Have musical instruments available for students to explore in one of the learning centers. The following instruments may be used: piano, xylophone, step bells, drums, autoharps, wrist bells, triangles, tambourines, hand castanets, rhythm sticks, and homemade instruments.

3. After providing concrete experiences with sounds, provide opportunities for dramatizing environmental sounds, such as various animals, cars, airplanes, trains, and others. Use student or teacher made puppets to stimulate dramatizations.

As a follow-up, have a small group of students how to use the tape recorder, let them take it around the school taping sounds they hear. Have them play it for the rest of the class.

After using a variety of instruments in different activities, allow students to classify instruments into groups of high and low sounds, and loud and soft sounds. Have them arrange instruments from highest to lowest sounds, and loudest to softest sounds.

CONTENT: Vocabulary Development--Phonetic Analysis, Auditory Discrimination

OBJECTIVE: The student will match and identify beginning sounds.

SKILL: Matches and identifies beginning sounds K-1

ACTIVITIES

1. Play "I Spy." Example: I spy something that begins like baby. It is blue. It can bounce. What is it? (ball) Also include reference to rhyming words. Example: It rhymes with "wall."

   As a follow-up, make hand puppets out of small paper bags (dog, cat, goat, etc.). Print the name on the bag. Have the puppet "talk" to the children about how his name starts. Get the puppet to ask the children to find out words that begin like his name.

2. Have the children help you make a silly sentence that has words that begin with the same sound. Example: Silly Sally sat on sad Sam. Write it on the board and have the children "read" it several times.

   After doing the above activity, make a duplicated sheet with the sentence printed on it. Discuss the meaning of the sentence and "read" it together again several times, emphasizing the beginning sound. Then let the children have fun illustrating it.

   Draw a hopscotch game either outside or use masking tape inside. Write the letters you have been teaching inside the areas. Have the children hop down and back naming either the sound the letter makes or something that begins with each letter as they hop.

3. Play "Missions." Divide the class into groups and have them locate objects that begin with a certain sound. "Today's mission is to find objects that begin with b. Have each group keep a record of the ones they find.

   As a follow-up, have each child draw or cut out a picture that begins with a certain sound and glue it to a small piece of tagboard. Slit the tops of some medium-sized corks and slide the cards into the slits. Put a thumbtack in the bottom of each cork. Let each child "launch" his sailboat into a container of water by telling what his picture is and how it starts.

CONTENT: Vocabulary Development--Phonetic Analysis, Auditory Discrimination

OBJECTIVE: The student will differentiate between rhyming and non-rhyming words orally.

SKILL: Differentiates between rhyming and non-rhyming words orally K-2

ACTIVITIES

1. Briefly explain what is meant by rhyming words and give examples. Collect several pictures or drawings that rhyme and a few that do not rhyme. Spread them out along the chalk ledge. Choose one of the pictures. Show it to the students and have them name the other pictures that rhyme with it. After discovering the rhyming pictures, remove the non-rhyming ones. Have the children "read" and say the rhyming pictures several times as a group. Then have a few children do it individually. If they have difficulty, repeat this activity at another time with different pictures.

2. Read the first two lines of "Hickory, Dickory, Dock." Instruct the students to name the words that sound alike. Use lines from other nursery rhymes such as "Little Miss Muffet" and "Jack and Jill" to emphasize the rhyming words. Continue until students can name the words that rhyme independently. Pronounce a series of words that rhyme and one that does not rhyme. Have the students clap their hands when they hear the non-rhyming words. This can also be adapted for use with nonsense words.

3. Choose two teams. Have one team think of a word. The second team must supply a rhyming word within five seconds in order to score one point. Also, the students can be divided into two lines similar to a relay race. The student finding the word sits down. If they miss, they go to the back of the team line. The team that is seated first wins.

TIP: Precede isolated work on rhyming words by reading numerous poems in which rhyme is a significant element. Follow up by having students compose increasingly complex rhyming patterns.

CONTENT: Vocabulary Development--Phonetic Analysis, Auditory Discrimination

OBJECTIVE: The student will identify written rhyming words (phonograms) and rhyming words with different spellings.

SKILLS:	Identifies written rhyming words (phonograms)	1-3	3***
	Identifies rhyming words with different spellings	1-3	3***

ACTIVITIES

1. Collect small toy objects with rhyming names (e.g. tire, wire, hook, book, shell, bell, fork, cork). Prepare a construction paper mat marked in six sections. The student matches the objects that rhyme and places each pair in a square. The student names each pair of rhyming objects as he removes the objects from the mat.

2. Show students a key picture. Have students draw or cut out other pictures of things that rhyme with the key picture. For a bug picture, there might be rug, hug, tug. Involve the whole group in making up nonsense rhymes to go with the pictures. Record rhymes as students dictate.

   As a follow-up, make word families with the students. Use pictures with the name of the picture written under the picture. Organize pictures into word families; for example, gun, sun, bun, run. When students can organize pictures into word families, remove the picture and work with only the written form of the word to make word families (e.g. say, day, way, hay). Use visual aids such as a tree with words written on apples. Have an ay tree. All apples with ay words will be placed on this tree. Organize other word trees.

3. Make picture word cards naming rhyming words with different spellings (pear, hair, deer, fair, etc.). Explain that sometimes words may rhyme but are spelled differently. Write the words on the picture cards to show this.

   As a follow-up, a set of playing cards may be made with these picture word cards. Play the game like "Fish."

CONTENT: Vocabulary Development--Phonetic Analysis, Visual Discrimination

OBJECTIVE: The student will recognize his own name.

SKILL: Recognizes own name K***

ACTIVITIES

1. Label student's desk, books, etc. with his name. Name the letters and have the student repeat the letters each day.

   a. Have students find and name the letters in their names on the letter worm.

   b. Have students find appropriate letters from groups of letters; then the students will put the appropriate letters in sequence to spell their names.

2. Have students write their names in the sand box, on the chalkboard, etc.

3. Give the students sheets with their names at the top. Students then cut the appropriate letters from old books, newspapers, etc. and paste the matching letters under the appropriate letters to spell their names.

   As a follow-up, give students pieces of yarn or alphabet cereal and allow them to form the yarn into the shape of each letter in their names, or spell their names with the alphabet cereal. Paste on a clean sheet of paper.

CONTENT: Vocabulary Development--Phonetic Analysis, Visual Discrimination

OBJECTIVE: The student will distinguish visual differences in primary colors

SKILLS:	Identifies primary colors	K***
	Distinguishes visual differences in primary colors	K***

ACTIVITIES

1. Have "Color Days." Explore a color for a certain time period. The following is an example of a "Red Day":

   a. On the day preceding "Red Day," send a note home with each student. The student is told to come to school wearing some article of red clothing or to bring an object or picture showing the color red.

   b. Display a poster of red objects in a conspicuous place.

   c. Place red objects in a bag painted red and have students draw objects from the bag, naming the object and the color: "An apple is red."

   d. Following the activities, put red objects in the discovery center.

   e. Feature the red media in the Art Center (red paint, playdough, collage materials).

   f. Use a red fingerplay, and read stories or books that emphasize the color red.

   g. Serve red foods at snack or mealtime. When possible, involve students in preparing the snack.

   h. Sing red songs and use red games and activities.

   i. Feature fire fighters in dramatic play areas and red foods in family center.

   j. Use colored cellophane and styrofoam meat trays to make color frames for children. Cut out center of tray to make a frame. Stretch cellophane over the frame. Students look through the frames.

   k. Provide opportunities for creative movement to music using the featured color scarves, streamers of crepe paper, yarn, handkerchiefs, hoola hoops, etc.

2. Take a "Color Walk." Involve students in looking for colors in their environment. The group may look for the same color, or the group may be divided into small groups. One group may look for red things, one group blue, etc. Pin the color they are to look for on the student's clothing Jot down the items they name on the walk. After the walk, discuss colored objects found.

   Cut large pieces of tagboard for each color used. Write the color word in color on tagboard. Instruct the students to bring in empty food containers from home and let them place their packages on the appropriate color card.

3. Make "Color Modules." Furnish a large cardboard box. Cut windows and a door. Establish a special color environment for a specific color. Let students paint the box on the outside. As a class project, fill the house with the featured color. Include a rug, curtains, toys, plastic food, wallpaper, and other items. Appeal to all the students' senses. Variation: Set up a corner or enclose an area with a three-way screen. Fill the area with a featured color. Equip the area in such a way that props can be interchanged to introduce new colors.

CONTENT: Vocabulary Development--Phonetic Analysis, Visual Discrimination

OBJECTIVE: The student will distinguish visual differences in sizes.

SKILLS: Identifies and recognizes big, little, tall, short, small, large K***
Distinguishes visual differences in big, little, tall, short, small, large K***

ACTIVITIES

1. Establish a background of experience with sizes by relating differences in size to the students in the classroom. Discuss individual characteristics that make each person special and different. Pass around a hand mirror and have each student describe what he sees when he looks in the mirror. Some of us are taller than others. Some of us are thin. Have two students who are obviously different in height stand back to back. Encourage students to draw conclusions pertaining to size: "Mary is taller than John" or "John is shorter than Mary." Extend to comparing sizes of family members.

   As a follow-up, have students lie on large sheets of newsprint on the floor. Trace around their bodies. Cut out figures and hang up around the classroom. Provide opportunities for students to compare sizes of figures.

2. Weigh and measure students. Allow them to see their height and weight on the chart. Again discuss individual differences, making sure each student understands that we are all different and it is O.K. "I'm me and I'm special." Learn the song.

   As a follow-up, collect cardboard tubes and cut into 1/2" graduated pieces. The student takes the tubes and experiments until he has the pieces in an orderly, progressive row from shortest to tallest.

3. Give students several pieces of yarn to measure parts of their bodies, such as wrist, head, waist, length of body, etc. After measuring parts of the body, have students compare the piece of yarn that measured a finger and the piece that measured arm length. Which is longer? Compare lengths of pieces of yarn. Extend this activity to the outdoors. Let students find sticks that are as long as a finger or an arm or other body part. If Mary found a stick the length of her arm, for fun we may call it a "Mary Arm Stick" or this is a "Susan Pinkie Stick." Compare sizes of sticks including length, thickness, weight, etc.

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CONTENT: Vocabulary Development--Phonetic Analysis, Visual Discrimination

OBJECTIVE: The student will distinguish visual differences in shapes.

SKILL: Distinguishes visual differences in circles, triangles, squares, and rectangles K***

ACTIVITIES

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1. Have "Shape Days." To introduce shapes to students, explain a shape for a certain period of time. Relate art, music, dramatics, stories, songs, cooking experiences, learning centers and other activities to the featured shape as much as possible.

   Find objects in the classroom that have definite shapes and discuss the characteristics that make the objects have a definite shape. Provide opportunities for students to examine many different objects that have one property in common--shape.

   Cut newspaper into various shapes. On circle day, paint on large circles of newsprint at the easels instead of the standard-sized paper.

2. In order to feel shapes, use attribute blocks or other geometric blocks, provide opportunities for students to identify the shape by using the sense of touch. Place a shape in a "feely box" and allow the students to explore the shapes with their hands. Encourage them to describe what they feel and to identify the shapes. Again, emphasize the characteristics of the shapes.

   As a follow-up, make fishing poles with a magnet tied to a dowel. Cut fish from construction paper and paste a shape on each one. Clip a paper clip to each fish. Make a pond from blue poster board. Place the fish in the pond. Allow students to fish. When they catch one, they must be able to identify the shape on the fish in order to keep this catch. You may want to have a small pail in which to place the fish.

3. In order to classify shapes, collect objects that are circles, rectangles, squares, and triangles have place in a box. Prepare four mats of tagboard, drawing a shape on each one. Have students sort objects according to shape and place them on the appropriate piece of tagboard.

   As a follow-up, make shape collages. On days when a particular shape is featured, have pre-cut shapes of various sizes and colors to make a collage. As a culminating activity, use all the shapes for a collage.

CONTENT: Vocabulary Development--Phonetic Analysis, Visual Discrimination

OBJECTIVE: The student will distinguish direction.

SKILL: Distinguishes between top and bottom K***

ACTIVITIES

1. Use a concrete object, such as a stuffed animal or a book. Have a child place it on the top of a table and at the bottom of the table, the top of a stack of blocks and at the bottom of the stack of blocks, etc.

   During holiday seasons, as a follow-up activity, teach the terms top and bottom (i.e., the top of the pumpkin, the star at the top of the Christmas tree, etc.).

2. Give the students duplicated sheets divided into three sections. Give them directions to draw holiday objects in the top, bottom and middle sections (i.e., Halloween--ghost, pumpkin, black cat, etc.).

3. Give students a pattern for stringing beads, showing top to bottom rather than from side to side. Have them match the pattern card with a string and beads.

CONTENT: Vocabulary Development--Phonetic Analysis, Visual Discrimination

OBJECTIVE: The student will distinguish direction.

SKILL: Distinguishes left and right K***

ACTIVITIES

1. Emphasize the left hand by taping a piece of yarn around the child's left hand as he enters the room in the morning. During the day use fingerplays and singing games that require the child to use his right and left hands. Example: "Hokey Pokey." Whenever a song or game requires the child to distinguish left from right, tie yarn around wrist or ankle, etc. to help him remember. Whenever teaching left and right, always stand with your back to the children.

   As a follow-up, cut out patterns of the left and right hands and place on walls around the room. Label hands left and right. Children can match their hands to the patterns.

2. Draw a figure of a person depicting the body parts such as left hand, right hand, etc. Draw a second figure, but into puzzle parts. Students are allowed to match the puzzle parts to the whole figure. Encourage naming the body parts. (Make all pieces for the right side of the body the same color; example, red. All the pieces for the left side of the body should also be the same color; example, blue.)

3. Make crayon rubbings. Cut right or left hands out of a textured material. Place textured right or left hands under a piece of newsprint. Rub crayons over the paper to show the impression of the hand. Label them right or left.

   As a follow-up, have the child trace around his left hand and cut it out. Use this pattern for spatter painting using a toothbrush, comb or screen.

CONTENT: Vocabulary Development--Phonetic Analysis, Visual Discrimination

OBJECTIVE: The student will follow left to right sequence.

SKILL: Follows left to right sequence K***

ACTIVITIES

1. When telling stories using pictures, flannel board characters, pocket charts, and other aids, always place aids in left to right sequence. Left to right sequence should be considered and included in as many everyday activities and routines as possible.

2. When reading on a one-to-one basis with a child or to a small group, place hand at the bottom of the left page first as you read that page. As you move to the page on the right, slide your hand over to the right page. Use a sweeping motion over the words on the page instead of pointing to each individual word so the student will feel the flow of the language.

3. Begin by always writing the child's name in the upper left-hand corner of all of his work. When he begins to write his own name, make sure he begins in the upper left-hand corner. It may be necessary to place a star in the upper left-hand corner of the paper to help him get into the habit of focusing his eyes in this direction. It may be advisable to mark top of paper with green dot on left for go, red dot on right for stop.

4. Display three or more objects in a row on the table. Ask students to name the objects starting at the left and moving to the right. Cover the objects and ask students to name them in left to right order. Remove the cover, allow students to check their work.

5. Make a cardboard cutout of a child's hands and glue them to a block of wood so it will stand up. Obtain ten small rings or curtain rings. Label each ring from 1-10. The child takes the rings one at a time and places them on the fingers of the cutout, starting at the left and working to the right in numerical order.

CONTENT: Vocabulary Development--Phonetic Analysis, Visual Discrimination

OBJECTIVE: The student will distinguish visual differences in and match uppercase letters to other uppercase letters, lowercase letters to other lowercase letters, and one-syllable words of like configuration.

SKILLS:

Distinguishes letters of the alphabet in uppercase and lowercase K***

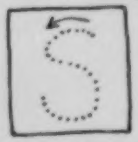
Matches uppercase letters to other uppercase letters, lowercase letters to other lowercase letters, and one-syllable words of like configuration K***

ACTIVITIES

1. Use stencils to help the child trace letters of the alphabet.

   a. Let the child practice writing letters on the chalkboard.

   b. Make letters on paper with dots and let the child join the dots to make the letters. These may be laminated so they can be used again.



2. Use letter tiles (i.e., the letter tiles in "Scrabble"). Make a design with three letters and have the child reproduce it. Increase the number of letters as the child is more capable. Then make one-syllable words and have him reproduce them.

   As a follow-up, make a letter or word chart or letter or word book (i.e., "My D Book"). Have the students look through old newspapers and magazines and cut out the particular letter or word they need for the chart or book. Place them in a center for the children to "read" independently.

3. Present a series of letters or one-syllable words with one that is different in each series. Have the child identify the one that is different.

   As a follow-up, make a set of playing cards. Print one letter on each. Then print the same letter on another card to make a pair. On one card, put a picture of a dragon or witch. Play the game like "Old Maid," but call it the "Dangerous Dragon" or the "Wicked Witch" game. Several sets may be made (i.e., uppercase letters, lowercase letters, one-syllable words).

CONTENT: Vocabulary Development--Phonetic Analysis, Visual Discrimination

OBJECTIVE: The student will identify and match uppercase and lowercase letters of the alphabet.

SKILLS:

Identifies letters of the alphabet in uppercase and lowercase and numerals 1-10		K***
Matches uppercase and lowercase letters	1-2	K***

ACTIVITIES

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1. Make a class mural. Have it divided into ten sections with a numeral from 1 to 10 written in each section in large, bold, black print. Each day choose one of the numerals to teach. Discuss how the numeral looks and what it means. Have the children look through old catalogs and cut out the "number for the day" and glue it on the proper section of the mural.

   As a follow-up, cut up old calendars and make matching games with the letters and numbers. Playing cards may be made and played like "Fish."

2. Make two sets of the letters of the alphabet on tagboard (9" x 12"). One set will have an uppercase letter on each sheet; the other set will have a lowercase letter on each. Tie a string or piece of yarn to each so a child can hang it around his neck. Choose the letters you have taught (uppercase and lowercase). Give each child one of the letter cards to hang around his neck. Have the class form a circle. Play some lively music and let the children march around the circle. When the music stops, each child must find his partner (matching lowercase to uppercase letters). Then have him switch letters with the person in front or in back of him and continue. This may be played in smaller groups using fewer letters. The letters can be laminated for extra protection.

3. Print an uppercase letter on a small card. Print the matching lowercase letter on another card. Group the letters in groups of five or six. (These may be color-coded; i.e., Aa -- Ff on green paper, Gg -- Ll on red, etc.) Mix up one set of cards, turn them over and spread them out. Have a child turn over first one card and then another. If they match (uppercase and lowercase), he may play again. If they do not match, he must turn them back over, and the next person plays. Let only two to four students play at a time. (This is played like "Concentration.") As the children progress, the sets may be enlarged.

CONTENT: Vocabulary Development--Phonetic Analysis, Initial Consonants

OBJECTIVE: The student will identify and employ initial consonants by sound and symbol.

SKILL: Identifies and employs initial consonants by sound and symbol 1-3 1***

ACTIVITIES

1. At the kindergarten level, emphasize a particular letter for one or two days depending on the needs of the group. On such days, relate as many activities as possible to the letter of the day. Use as many concrete objects as possible and label the objects, underlining the initial letter. Examples of "*P* Day": Introduce the symbol first. Use the children's names that are written on cards. Have children locate *p*'s in each others' names. Discuss the sound *p* stands for by giving each child a penny. Write *penny*. Have them find the *p* and say *penny*. Show students a *pot*. For snacks, have a "Popcorn Party." Discuss the *p*'s found in *popcorn* and *party*. Art activities can include "painting with purple." Stories and songs can be about subjects that begin with *p*. Cut a *p* out of construction paper and pin it to the child. When he goes home, he can look for things in his room that begin with the sound *p*.

2. Picture cards, magazine cutouts, or small objects may be distributed among many types of containers, pocket cards, shoe bags, labelled with appropriate initial consonants.

3. Children can cut magazine pictures for group or individual consonant charts.

CONTENT: Vocabulary Development--Phonetic Analysis, Final Consonants

OBJECTIVE: The student will identify and employ final consonants by sound and symbol.

SKILL: Identifies and employs final consonants by sound and symbol. 1-3 2***

ACTIVITIES

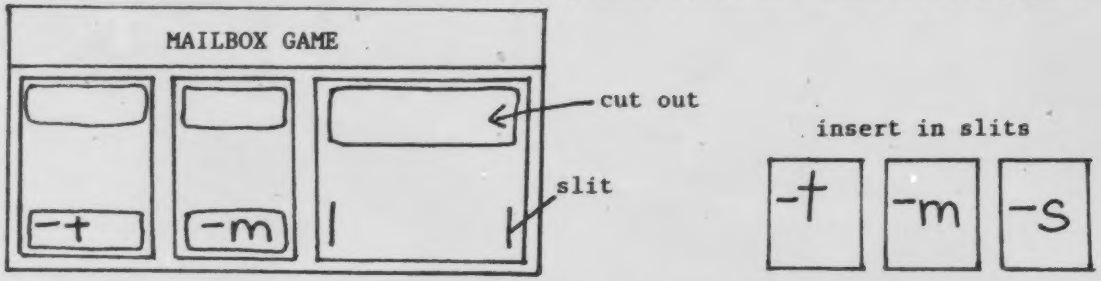
1. Read very slowly a group of one-syllable words. Enunciate the final consonant plainly. Have the child listen and then repeat the words after you. Examples of words to use:

    a. "Parrot"--When using a duplicated sheet of pictures that end the same, go over the sheet with the students. Help them discover the pictures with a different ending and cross them out. Then go back over the page and play "Parrot." Say each word, have the students listen and be parrots by saying the word three times. This will reinforce the ending sound.

    b. Say two words in a group. Have the students fold their arms if the words end alike. Have them raise their hands if they do not end the same.

    Examples: hat goat (Children fold arms.)
    dog run (Children raise hands.)

2. Play the "Mailbox" Game. Using a sheet of poster board and construction paper, make several mailboxes.



Glue pictures on 3" x 5" cards. Have a child draw a card, say the word, and mail it in the correct mailbox. May be used in learning center with color-coded answers.

3. Have an individual child or a small group of children look through old magazines and catalogs to find pictures that end with a certain sound or sounds. Let them cut them out and glue them down on 3" x 5" cards to be used in playing games (i.e., "Fish," "Old Maid," "Mailbox Game," etc.).

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CONTENT: Vocabulary Development--Phonetic Analysis, Variant Consonants

OBJECTIVE: The student will identify and employ variant consonant sounds.

SKILLS:	Identifies and employs variant consonant sounds: c, g	2-4	4***
	Identifies and employs variant consonant sounds: s, qu, x, gh	3-5	5***

ACTIVITIES

1. Play store. "If I had a cent, I'd buy a ______________(city, circus, cereal bowl, etc.). Children make pictures of objects and take them home in a brown paper bag.

2. Have an individual or small group look through old magazines and catalogs for the desired pictures showing variant consonant sounds of c, g, s, qu, or x. Let them cut out the pictures and glue them to cards. Have them group them together to be used in games.

3. Use both sounds of g to make a cinquain. Discuss the different sounds of g.

   a.

   Giraffe
   Giant giraffe
   Giant giraffe galloping
   Giant giraffe galloping gaily
   Giraffe

   Cinquain (sing kan) five-line poem, usually 2, 4, 6, 8, 2 syllables.

   b. Make original cinquains. List nouns on the board and have pupils think of verbs and adjectives to complete the pattern. This activity can be correlated with spelling units.

CONTENT: Vocabulary Development--Phonetic Analysis, Variant Consonants

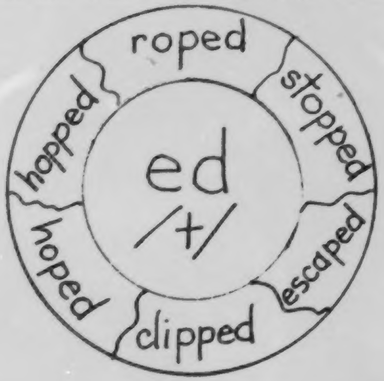
OBJECTIVE: The student will recognize and employ consonant letters representing more than one sound.

SKILL: Recognizes and employs consonant letters representing more than one sound. (Example: hopped, named, furniture, nation) 4-6 5***

ACTIVITIES

1. Play "Baseball." Locate four areas in the room in the shape of a diamond, naming them home, first, second, and third. Place a stack of cards at each base. On the cards, print words ending with s, s (z), ed (d), ed (t), and ed. The first "batter" goes to home plate, takes the top word card, names it and says the sound of the ending. If correct, he proceeds to first base and the next batter comes up and reads a card. Both batters then take a turn reading a card. If correct, they proceed to the next base, and another batter comes up and reads a card. Each batter tries to go around the bases to score a run. If a child answers correctly at third base, he proceeds to home plate and prints his name on the board for a "home run." If a child answers incorrectly, he is out and must sit down until his turn comes up again. The student with the most runs wins. (A gameboard could be made and used with a small group.) Use words from the student's sight vocabulary. The game can be used to teach other skills.

   As a follow-up, make "Disco Sound" for an individual seat game. Materials needed are: posterboard--8 circles with 5" diameters, scissors, felt-tipped pen, manilla envelope or folder. To make the game, cut and mark the posterboard circles as shown in the illustrations. Play, using the following directions: Remove the game pieces from the folder. Place small round posterboard pieces (center of record) face up on your desk. Fit other pieces around it so that it will form a record. The pieces must have a word that matches the sound on the center of the record.



2. "Verb Variations." Make the chart below and write the word list on the chalkboard (or make a ditto sheet). Students are to change the base words in the list according to the headings on columns 2 and 3 and answer the questions in the headings for columns 4 and 5. Also, let students select their own base words and exchange them with other students.

Base Word	Add s or es	Add ed	ed represents d, t, or ed	ed adds syllable

Sample Word List: add, coast, hammer, escape, load, babble, clip, order, erase, snort, refuse, afford, drain, guard.

As a follow-up, play "Candyland." Write words containing consonant letters that represent more than one sound on index cards. Play with "Candyland," "Sorry," or any commercial or teacher-made game board following rules as usual; but, before each child can move, he must draw a card and tell the sound the underlined letter makes in that word.

hopped furniture nation jumped

3. Play "Ears Up." Make a set of word cards with nouns ending in plural s and verbs ending with ed. Write s, z, t, d, and ed on the chalkboard. Divide the class into two teams. A member of Team A takes the top card from the stack, reads it, and places the card under the letter which stands for the sound he hears at the end of his word. Team B has the next turn. Play alternates. The others listen carefully to verify or challenge the play. Each correct answer gets a point. The team with the highest score wins. Select words from group's spelling words or sight vocabulary.

CONTENT: Vocabulary Development--Phonetic Analysis, Medial Consonants and Consonant Blends

OBJECTIVE: The student will identify and employ consonants in the medial position.

SKILLS: Identifies and employs single consonants in the medial position:
ex. pi/lot 3-6 3***
Identifies and employs two letter medial consonant blends 3-6
ex. in/clude

ACTIVITIES

1. Have students listen for a certain sound while you pronounce a word. They must decide if the sound is at the beginning, middle or end of the word. Students show their response by holding up a card with the words beginning, middle, or end. (Each student should make his own cards to hold up.) Sample words for the p sound might be: crumple, pig, supper, jump. For words like pepper and pump, the student would need to hold up two cards.

2. Give students lists of related words with the medial sound omitted. Students are to fill in the letter or letters which make the medial sound. Example:

Spring	Foods	Sports
tu_ips	a_ _le	te_ _is
flo_ers	le_ _uce	so_ _er
sho_ers	ca_ _ot	swi_ _ing
ro_in	bu_ _er	jo_ _ing
	je_ _y	
	ca_ _age	

3. Have students design "Word Puzzles." Give them a strip of consonant letters to glue in the center of a page or dictate letters to be written in the center of a page. Students think of letters that would go before and after the medial letter to make a word. Instead of writing the letters, however, the student puts blanks for each letter. He then writes a sentence clue to the word's identity.
Example: _ _ m _ _ _, _ _ l _ _, _ _ g _ _.

a. On your sandwich, you have lettuce and ____(tomato)____.
b. Another word for crayon is ____(color)____.
c. Before cars, people rode in a ____(wagon)____.
This can be used as a hangman game.

CONTENT: Vocabulary Development--Phonetic Analysis, Consonant Blends

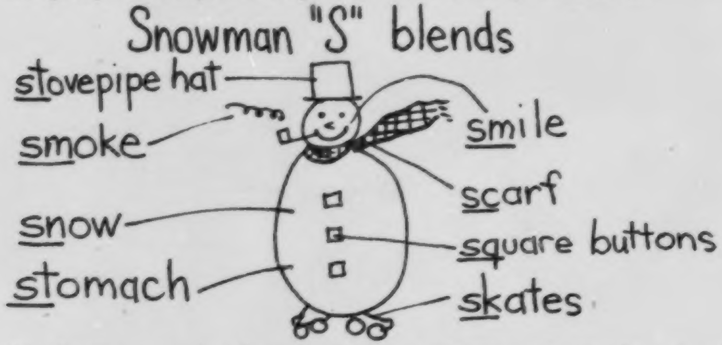
OBJECTIVE: The student will identify consonant blends in the initial and final positions.

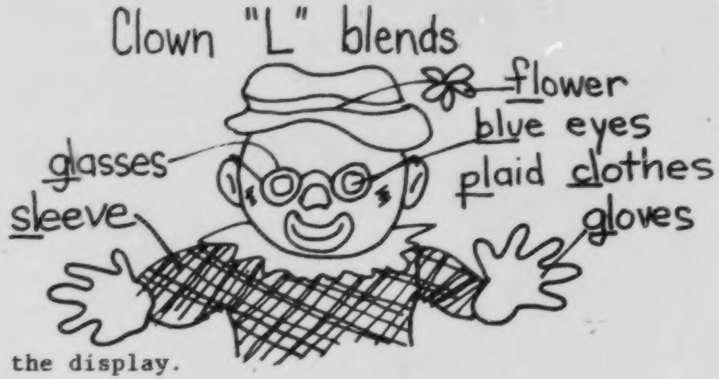
SKILLS:

Identifies and employs initial consonant blends by sound and symbol: bl, br, cl, cr, dr, fl, fr, gl, gr, pl, pr, sk, sl, sm, sn, sp, st, tr	1-6	3***
Identifies and employs initial three letter consonant blends by sound and symbol: scr, shr, spl, squ, str, thr, spr	2-6	3***
Identifies and employs final consonant blends by sound and symbol: nd, nt, st	2-6	3***

ACTIVITIES

1. Blends may be easier to remember if introduced in groups: the r blends, s blends, l blends. A display incorporating the sounds may be used.


Snowman "S" blends
stovepipe hat
smoke
snow
stomach
smile
scarf
square buttons
skates


Clown "L" blends
flower
blue eyes
glasses
plaid clothes
sleeve
gloves

Students may collect other pictures or words to add to the display.

2. Write blends across the chalkboard or tape a strip of masking tape with blends on it to the floor. Students slide an eraser along the ledge or floor. Wherever it stops, the student must give a word with that sound in the initial or final position.

3. Write blends on the chalkboard for students to stand under or have students stand holding a card with the sound. Other students in the class "spin the blend" by calling out words with the sound. When a student hears a word with his sound, he spins around. If he fails to spin when his sound is called he loses his place to the student who called him.

CONTENT: Vocabulary Development--Phonetic Analysis, Consonant Digraphs

OBJECTIVE: The student will identify consonant digraphs in the initial and final positions.

SKILLS:	Identifies and employs consonant digraphs by sound and symbol: ch, ph, sh, th, wh	1-6	3***
	Identifies and employs consonant digraphs by sound and symbol: ck, ng	2-6	3***

ACTIVITIES

1. Introduce digraphs with an activity which guides the student to hear and use the given sound. For example, sh might be introduced by using the story of the Shhville Sheriff. "The Shhville Sheriff doesn't allow any noisy gun shooting or loud shouting in his town. Sometimes he goes to the barber shop for a shave and shampoo. Sometimes he goes to the picture show. Sometimes he goes grocery shopping." Students fill in the blanks orally and help you add new sh words to the story.

   For ch, you might create a story about Charlie Brown who likes to eat cheerios, cherries and cheese. He sits in a reclining chair. He helps his parents with the chores. He is happy and cheerful. He likes to play with other children.

   Th might be introduced by Theodore Thistle, the Thinker. Theodore thinks happy thoughts. His favorite holiday is Thanksgiving. When he was a baby, he sucked his thumb. When he has a sore throat, his mother takes his temperature with a thermometer. He was born on a Thursday.

   Whitey Whale who asks so many questions could be used to introduce wh. Whitey wants to know where the sun goes at night, why the tide goes in and out, which way is China, etc.

2. Play "Pin the Tale on the Donkey." Laminate the commercial donkey or draw one on the chalkboard. Divide the donkey into sections and put digraphs on his body. The student is blindfolded. He puts the tail on the donkey. Wherever it touches, he must give a word with the sound and use the word in a sentence.

3. Have students create sentences using as many words as they can with a particular digraph. Example: Sherry shined her shoes. Theodore's third theory was on thermal energy.

CONTENT: Vocabulary Development--Phonetic Analysis, Silent Consonants

OBJECTIVE: The student will identify and employ silent consonants.

SKILLS:	Identifies and employs silent consonants: kn, wr, gn	2-3	3**
	Employs the principle that some letters are silent: climb, island, psalm, listen	4-6	6**

ACTIVITIES

1. Using a grab bag and 3" x 5" index cards, make a silent letter game. Put words with the silent letters omitted on some cards and put the silent letters on others. Put "Silent Sam" on one. Students play like "Old Maid," matching words to their silent letters.

Example

__nock	__rinkle	__nat	__nee	__rong
k	w	g	Silent Sam	

As a follow-up, play "Top of the Line." Divide the class into two teams by forming two lines. The first one in line is the leader. Pronounce a word that begins (or ends) with a silent consonant combination (kn, wr, gn, etc.). The leader of Team No. 1 must give the correct letter combination. If correct, he goes to the end of the line; if not, he must stay. Team No. 2 then takes a turn. Alternate play between the teams. The first team to have their leader back to the top of the line wins.

2. Make a game, "I Can't Hear You," using the following materials: posterboard--3 pieces, 6" x 6", 30 pieces 2" x 2"; felt-tipped pen; manila envelope or folder. Mark the large posterboard pieces as shown below:

k	c	t
gh	gh	w
t	b	b

t	gh	k
t	b	c
k	w	t

t	b	x
gh	k	gh
c	t	w

Print the following words on the 2" x 2" cards:

know
knee
knight
knew
knit

bright
flight
might
slight
blight

often
fasten
soften
frighten
moisten

sack
clock
black
trick
pick

comb
thumb
lamb
climb
crumb

write
wrist
wrong
wreck
wreath

Students play by doing the following:

a. Remove pieces from the envelope and place them face down on the desk.
b. Select a gameboard. Turn over only five of the cards. Place each card over the silent letter it matches on the board. If you have three in a row like tic-tac-toe, you win. If not, return those five cards and select five more. Continue matching until you have three in a row.

3. Make a game, "Batter-up" using the following materials: 9 pieces of 9" x 1-1/2" posterboard, 9 circles 2-1/2" in diameter, scissors, felt-tipped pen, manilla envelope or folder.

Make nine bats and print these words on one side and the corresponding number on the other side:

known - 1
night - 2
black - 3

climb - 4
write - 5
came - 6

praise - 7
hour - 8
debris - 9

                                    1
Make the balls by putting a picture of a knife,

      2   3   4   5   6   7
light bulb, clock, comb, wreath, bone, snail,

   8   9
ghost, island on them.

Play by doing the following: Remove pieces from the folder and place them face up on the desk. Match the balls with the bats by matching the words with silent consonants to pictures with the same combination. The numbers make this game self-checking.

CONTENT: Vocabulary Development--Phonetic Analysis, Short Vowels

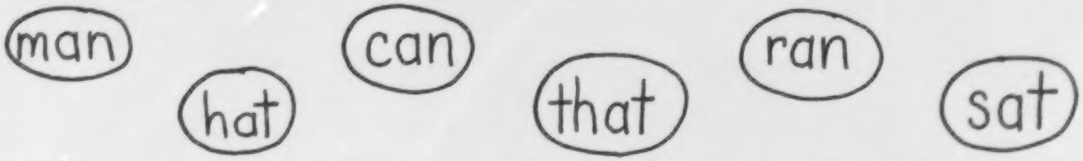
OBJECTIVE: The student will identify short vowels by sound and symbol.

SKILL: Identifies short vowels by sound and symbol 1-3 3***

ACTIVITIES

1. "Cross the Brook": Print words which contain the same short vowel sound on "rocks" to cross the brook. This may be done on the board or on the floor.

   Example:



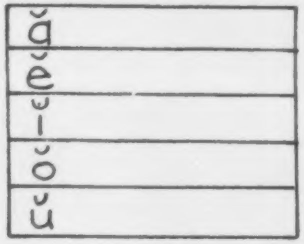
   Let children take turns crossing the brook. This may be varied by Climbing the Mountain, Going to the Moon, etc.

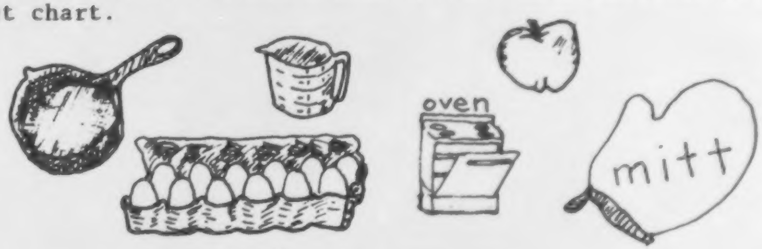
2. Write a list of long and short vowel words on a chart. Use as many words as possible from reader and basic word lists.

   Using a flashlight, let one child at a time come to the chart and shine the light on a vowel. Have him say, "I can light up a vowel. It is (name or sound of vowel) and it is (long or short)."

   As a follow-up, make tagboard pictures of items found in the kitchen as shown. Have children put the items on the proper "shelf" in the pocket chart.

   Example:





3. Read some of the Dr. Seuss books such as Cat in the Hat and Fox in Sox. Have children write their own stories employing a single vowel sound.

CONTENT: Vocabulary Development--Phonetic Analysis, Long Vowels

OBJECTIVE: The student will identify long vowels and vowel digraphs by sound and symbol.

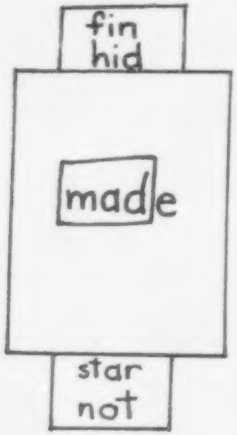
SKILLS:	Identifies long vowels and sound and symbol	1-3	2***
	Identifies and employs final silent e generalization	1-3	3***
	Identifies and employs vowel digraphs by sound and symbol: ai, ay, ea, ee, oa	1-6	3***

ACTIVITIES

1. Have the students form a circle with one student in the center. The student in the middle says a vowel, short or long. He points to a child who produces a word with that vowel, and then the new student takes his turn in the middle of the circle.

2. Give ten students strips of tagboard with consonant letters. Hand three students strips with vowels. The student with the vowel looks around to find two consonants to form a word. Place the vowels on each side of the consonants.

3. Construct a slide viewer from cardboard and write lists of words on strips of manila paper. Words must make a new word when e is added. Let children say the words to a partner and tell the vowel sound.



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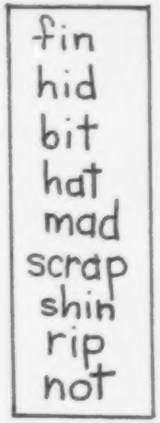

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CONTENT: Vocabulary Development--Phonetic Analysis, r and l Controlled Vowels

OBJECTIVE: The student will identify and employ r and l controlled vowels.

SKILLS:

Identifies and employs r controlled vowels	1-6	4***
Identifies and employs l controlled vowels	2-6	3***

ACTIVITIES

1. Play "Vowel Rummy." With six to eight players, make sets of word cards that contain the vowel r or vowel l sounds, having an equal number of cards for each sound used. Shuffle cards and place them face down. Each player takes a card from the top of the deck. The first player then draws a second card. If this card has the same vowel sound as the one in his hand, he has a "book" and places it face up on the table. He then draws another card to keep. If not, he returns one of the cards to the bottom of the deck, and play continues. The first player to match three pairs of cards wins.

2. Play "Keep Away." Make a set of word cards. Each card should show a word that contains the short or long sound represented by i, e, or u, or the sound represented by i, e, or u, when followed by r. Choose two children to begin the game. Hold up a word card and name the word. Each tries to name the sound first. Give the card to the child who names the sound first. The other child sits down and the one who got the card competes with another child. The child with the most cards at the end wins.

3. Make vowel anagrams. Prepare a ditto sheet with the following list of words. Ask students to make a different word in each case by adding the various letters indicated and rearranging the letters in the original word. Students are to underline the vowel sound. The student with the most new words in the specified time wins.

			answer
1.	wart	add e	water
2.	germ	add e	merge
3.	nerve	add e	veneer
4.	shirt	add t	thirst
5.	cross	add e	scores
6.	tar	add e	tear
7.	veil	add r	liver
8.	sure	add p	purse
9.	veer	add l	lever

10.	ball	add e	label
11.	cure	add l	cruel
12.	quit	add l	quilt
13.	maps	add l	palms
14.	waked	add l	walked

As a follow-up, write the names of songs, containing er, ir, ur, or, or ar on sentence strips, as shown. If a child can add the missing letters to spell the word correctly, he gets a chance to sing the song.

The Star Spangled Bann_________

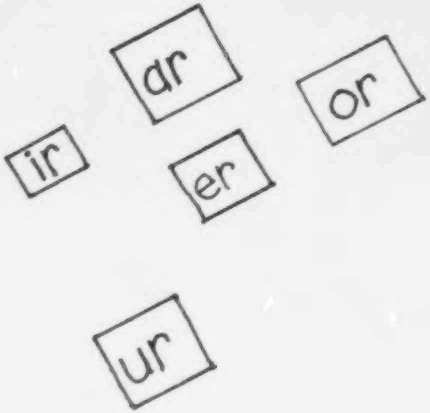
I've been W__rking on the Railroad

P__ple People Eater

Happy B___thday to You

Teensy Weensy Spid___

Greenback Doll___



CONTENT: Vocabulary Development--Phonetic Analysis, Diphthongs

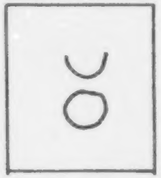
OBJECTIVE: The student will identify and employ diphthongs by sounds and symbol: oi, oy, ou, ow.

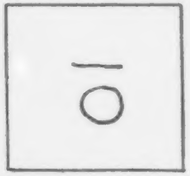
SKILL: Identifies and employs diphthongs by sounds and symbol:
oi, oy, ou, ow 2-6 3***

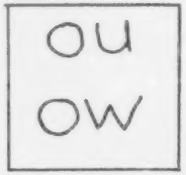
ACTIVITIES

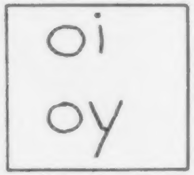
1. Play "Vowel Ping Pong." Divide the class into Team 1 and Team 2. Write one-syllable words containing the vowels ou, ow, oi, oy on the board. Team 1 "serves first" by reading a word and giving the vowel sound. Team 2 "returns" by saying another word with the same vowel sound. Another word is then read and Team 2 "serves" first. Continue the game, alternating the "serve" between the two teams. If the "server" does not get the correct answer, the opposite team wins the point. If the "returner" cannot give an answer, the opposite team wins the point. The team with the most points wins.

2. Play "Countdown." Prepare four vowel cards as shown. Have the children sit in a circle on the floor. Choose one child to stand in the center of the circle, close his eyes, turn around several times, point to a child in the circle, show one vowel card, and begin to count down from ten to one. That child must name a word that contains the vowel sound shown on the card before the child in the center finishes counting. If the child names a word, he takes the place of the child in the center. If not, the child in the center takes another turn.









3. Play "Runner and Scribe." Divide the class into three or four teams and have each team choose a "runner" and a "scribe." Each "scribe" is given slips of paper of a different color. Write on the chalkboard one of the following vowel symbols: ou, ow, oi, oy. Each team is to think of a word that contains that vowel sound and the "scribe" writes it on a slip of paper. The "runner" takes it to the teacher, who accepts only the first correct answer. Continue the game by writing another symbol on the board. The team with the most slips turned in wins the game.

As a follow-up, make word puzzles on tagboard and laminate: WHAT DOES THE COOK GLOOK ENJOY BOILING IN A POT? Fill in the blanks with oy and oi words.

CONTENT: Vocabulary Development--Phonetic Analysis, Variant Vowels

OBJECTIVE: The student will identify and employ varient vowel sounds.

SKILLS: Identifies and employs variant vowel sounds: ô, o͞o, o͝o 2-6 4***
Identifies and employs variant vowel sounds: y, ea 4-6 6***

ACTIVITIES

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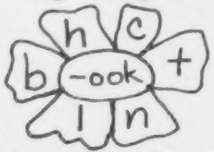
1. Write a word containing common variant vowel sounds, such as meat. Then have a child read this rhyme:

   Here is a word. It is "meat."
   Change the first letter,
   Now it is ________________.
   (heat, peat, seat)

2. Let children decorate a box to look like a treasure chest. Write words that have "ea" in them on 3" x 5" index cards or let children find words and write them. Words that have the "ea" sound as in "treasure" go in the treasure chest. Words that have the "ea" sound as in "read" do not. Have children read the words in the treasure chest and those left out. Children write a story about what they would like to find in a treasure chest and share it with the class, utilizing as many words studied as possible.

3. Use colored construction paper and make some flowers with petals. On the center of the flower print the desired variant vowel sound and the final sound. Laminate and place the flowers in the center or allow an individual or small group to work together. Have them write with a crayon or grease pencil beginning sounds on the petals to make words. Let them share this with the class. Later the beginning sounds can be wiped off and the flowers used again.

   Example:



   As a follow-up, make sentences incorporating as many of the variant sounds as possible: "The sonic boom shook my room."

CONTENT: Vocabulary Development--Phonetic Analysis, The Schwa Sound

OBJECTIVE: The student will identify and employ the schwa sound.

SKILL: Identifies and employs the schwa sound 2-6 4***

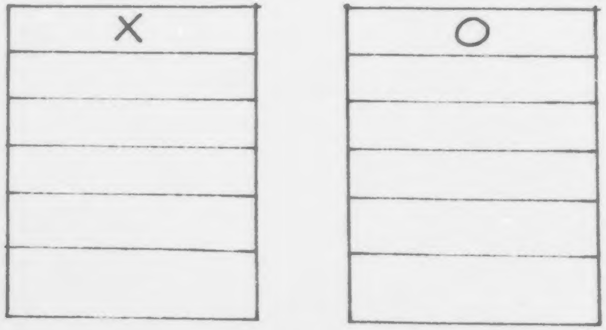
ACTIVITIES

1. Play "Name that Sound." Print words containing the schwa sound on cards and place them in a box. Have a child pick a card, read the word, and tell which letter represents the schwa sound. If he is correct, he keeps the card. If not he must put it back. The child with the most cards wins the game.

   As a follow-up, play "Detective." Have a child use a magnifying glass (just for fun) to look through a box of word cards for those with a schwa sound. Then he writes a sentence with each word and reads it to his partner.

2. Make a "Schwa Tree." Draw five trees on the chalkboard. On each tree, write a vowel letter. Give the children a stack of "leaves." Using the dictionary, they are to find a word containing the schwa sound, and write it on one of the leaves. They read the word and tell which letter makes the schwa sound. They may then pin the leaves on the tree, matching the vowel letter on it. Continue until all leaves are pinned to the correct tree.

3. Play "Check the Boxes." Divide the class into two teams of equal number. On two sections of the chalkboard, draw a box for each team member. Name one team "Schwa," the other "No Schwa." Each team has two recorders. The game begins with the first member of a team giving a word that matches the team's title. (Either "Schwa" or "No Schwa"). One of the recorders writes the word on the board, the other recorder marks an x in the first box. The second team then takes a turn. Then the whole team can supply words to fill in the empty boxes. The team which fills all the boxes first wins.



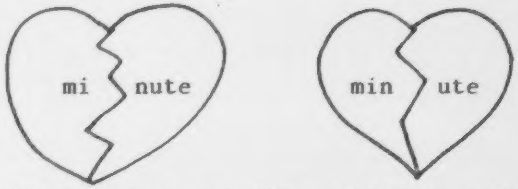
CONTENT: Vocabulary Development--Phonetic Analysis, Vowels

OBJECTIVE: The student will identify and employ vowels in open and closed accented syllables and recognize the effect of accent on vowel sound.

SKILLS:
Identifies and employs vowels in open and closed accented syllables:
pi/lot, can/dy 3-6 4***
Recognizes and employs the effect of accent on vowel sound:
mi'nute, min'ute 4-6 5***

ACTIVITIES

1. Play "Hearts." Put two syllable words on hearts, divided between the syllables, as shown:



Cut hearts in different ways and mix. Children match heart halves and read the word, using the correct vowel sound for an open or closed syllable. This activity can also be used to incorporate different seasons of the year.

As a follow-up, play "Pop the Balloon." Draw several balloons on the board and print a two-syllable word on each balloon. A child takes a turn to "pop the balloon" by reading the word, dividing it into syllables and giving the vowel sound. If correct, he may "pop the balloon" by erasing the word. A new game begins when all the balloons are "popped."

2. Play "Swap Shop." Make a set of word cards containing two-syllable words. Divide the class into two teams--the "Shopkeepers" and the "Swappers." Distribute cards to both teams. The first "Swapper" writes his word on the board, and the first "shopkeeper" must divide the word into syllables and mark the accented syllable. Play then reverses. If both answer correctly, they trade cards and the next pair have a turn. If one answers incorrectly he must give his card to the other scores one point for each card he holds at the end of the game.

3. Select a category such as cities, sports, people, etc. The class then looks through dictionaries, reference books, or other textbooks to find two-syllable words that go in that category. Each child writes his word on a card and divides it into syllables and marks the accented syllable. When every child has selected a word, write the category on the chalkboard. Each child gives a clue about his word and the class guesses the word. He then writes the word on the chalkboard, divides it into syllables, states if the syllable is open or closed, and the next child has a turn.

CONTENT: Vocabulary Development--Structural Analysis, Root Words

OBJECTIVE: The student will recognize root words introduced in the basal reader.

SKILL: Recognizes root words introduced in the basal reader 1-6

ACTIVITIES

---

1. Make and laminate sentence strips with sentences related to but omitting the words studied. Put the correct words on the back for self-checking. Have the pupils choose the correct word from the words listed on a chart and write them in the blank with transparency pens. Strips may be cleaned and reused.

2. Stand a branch from a real tree in a tin can filled with plaster of paris or cut out a large construction paper tree with bare branches to staple to the bulletin board. Have students write new words on cut-out fruit and hang them on the branches, saying them as they hang them and using them in a sentence. Students may review the words by picking an apple, etc. Change the words when a new story is introduced. Student-made clay models of story characters can be placed under the tree from time to time. This tree can also be changed to denote various holiday seasons by using words on pumpkins, turkeys, hearts, eggs, ornaments, leaves, etc.

3. Make flashcards containing the basal root words. Play "Travel." One student is chosen as traveler. To travel, he must stand beside a seated student and say the word flashed by the teacher before the student who is seated says it. If the seated student says the word first, he becomes the traveler and the defeated traveler sits in his place. See who can travel the farthest.

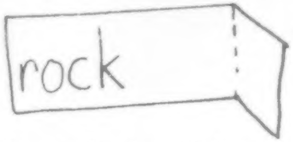
CONTENT: Vocabulary Development--Structural Analysis, Variant Verb Endings

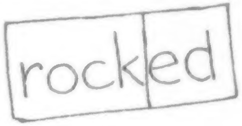
OBJECTIVE: The student will recognize and identify root words with variant verb endings.

SKILLS:			
	Recognizes and identifies root words with verb endings: s, ed, d, t, ing	1-3	3***
	Forms new words by adding verb endings: ed, s, ing	1-3	3***

ACTIVITIES

1. Make fold out word cards. Put the root word on one side of the card and an inflected ending on the other side so that when the side is folded back the inflected form shows. Have students pronounce the root word and its inflected form and use them in sentences. Example:





2. Help each student construct a root word mobile made from a hanger brought to school. Cut pieces of construction paper into rectangles; punch holes in the center at the top and bottom of the rectangles and give each child as many rectangles and pieces of string or yarn as there are new words being studied. Write the root word on one side of the rectangle. On the other side, write the root word with an inflected ending. Have students join the rectangles and the hanger with yarn. Let students carry the mobiles home to hang in a special place so they can study them.

3. Using small index cards, have each child make two word cards for each word being studied. On one card put the root word. On the other put the word and its ending. Have students shuffle their cards. After dividing students into pairs, choose one child in each pair to go first. Both players will turn over cards at the same time from their respective decks until a match of a root word and its inflected form appears. The number one player must read the matched set correctly to claim the cards. If read incorrectly, the second player has an opportunity to read the set correctly and claim the set. The game continues until all cards are matched and pronounced.

CONTENT: Vocabulary Development--Structural Analysis, Inflectional Endings

OBJECTIVE: The student will identify new words in which there is no change in root word with added inflectional endings s, ed, ing, ly, er, est.

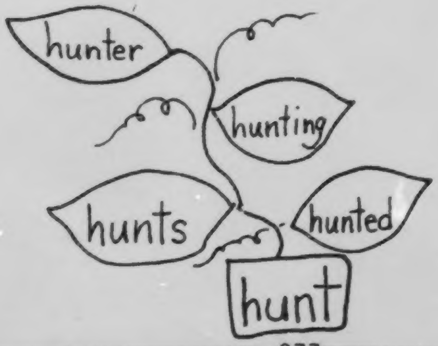
SKILL: Identifies inflectional endings with no change in root words: s, ed, ing, ly, er, est 1-6 4***

ACTIVITIES

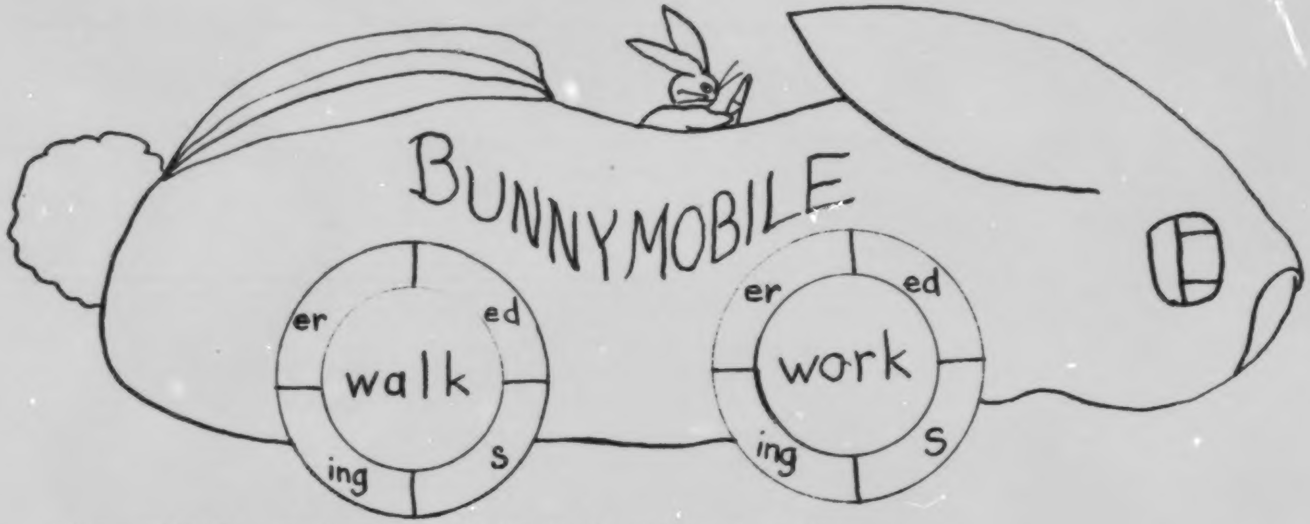
1. A bingo game may be used for practicing inflectional endings and no change in the root word. Write the root words across the top of the card, and in the squares below write the endings as illustrated below. When a word is called, the student looks down the column under the root word to find the correct ending needed, and places a disc in the correct square. Regular Bingo rules are followed. Example:

play	jump	drift	lift
s	s	s	s
ed	ed	ed	ed
ing	ing	ing	ing
er	er	er	er

2. To climax the study of root words and inflectional endings with no change in root words, have each student grow plants from root words as illustrated below:



3. Have students design some mode of transportation with wheels. (Around holidays one might design a "Bunnymobile.") Attach a hub to each wheel with a brad. Write a root word in the hub. Around the hub put endings. The student makes words by adding the endings to the root. On the back of the transportation write sentences or a story incorporating the words. Example:



This activity can also be used to teach compound words.

CONTENT: Vocabulary Development--Structural Analysis, Inflectional Endings

OBJECTIVE: The student will identify the following changes in root words: doubling the consonant, dropping final *e*, changing *y* to *i*.

SKILL: Identifies changes in root word such as doubling the consonant, dropping final *e*, changing *y* to *i* 2-6 5***

ACTIVITIES

1. Introduce students to the concept that changes take place in some root words when endings are added. Have a few examples on the board such as *run*/*running*, *hit*/*hitting*. Write endings in different colored chalk. Have students think of words that you might change this way. List the ones that are applicable. Have students skim through their texts in the units they're studying to locate such words, and have them write them. Set a time limit to see who can come up with the most words that are like the ones being studied. At the end of the period have students copy the words and their inflectional endings.

2. Let students read through their library books or basal readers to locate words that fit in the above category *without* their endings. Have them write their name at the bottom of the page and drop the list into a box. Later, each child draws a slip from the box, writes the correct endings for each word on the list and returns it to the originator for checking. Allow children to exchange word lists, discuss number of words they found, and try pronouncing them.

3. Write several paragraphs on two-thirds of a ditto sheet. Omit inflectional endings under study and have students fill in the endings. Below your paragraphs, have each student write another paragraph in the same form. Pages are then exchanged by students and each checks the top of the pages he receives and completes the bottom section. Then he signs his name to it and returns it to the originator.

CONTENT: Vocabulary Development--Structural Analysis, Plurals

OBJECTIVE: The student will recognize and identify nouns with plural endings of s and/or es.

SKILL: Recognizes and identifies nouns with plural endings of s and/or es 1-6 3***

ACTIVITIES

1. Write a group of words on the board in which some are singular and others are plural with s and es endings. Pronounce all the words for the children. Then tell them that you will pronounce a word and if it is one object they should raise one hand. If the word you pronounce names more than one object, they should raise two hands. Repeat this process until each word has been read.

2. Introduce the s and es endings by telling children that the s ending added to a word to make more than one adds only one sound, the s sound, but that the es ending produces two sounds, the e and s sounds. Write examples on the board and have volunteers come up and add the appropriate endings after you have pronounced it. Next, write a few examples on the board of root words without their endings; pronounce them in their plural form, and ask students to write the root word and the correct ending on their sheets. Write the correct form immediately after enough time is allotted for students to complete each word so students can immediately correct their own errors.

3. Write the headings s and es on the board. Read a group of related words (example below), and have students write plurals under the appropriate headings. Ask students to write a story using as many of the related words as possible.

S	ES
dock	fish
tag	box
ship	inch
river	lunch

CONTENT: Vocabulary Development--Structural Analysis, Possessive Nouns

OBJECTIVE: The student will recognize, identify, and form singular and plural possessive nouns.

SKILL: Recognizes, identifies and forms singular and plural possessive nouns 1-6 3***

ACTIVITIES

1. Have students go to the board and list five things they own. Then challenge them to write their own names before the things in a way that shows that they own those things.

2. Have students write on slips of paper singular and plural possessive phrases such as: the class of the girls, the ball of the boy, the rattle of the baby, the toys of the children, the dresses of the ladies, etc. Let them fold these and drop them in a container. Divide the class into two teams and ask students alternately to draw a phrase and write the possessive noun for the phrase on the board. The team scoring the highest wins.

3. Have students each write a story incorporating as many possessive nouns as possible in their stories. The papers are mixed and passed out again. Each student reads aloud the story he gets and makes necessary corrections and then hands back to the originator his correct story.

CONTENT: Vocabulary Development--Structural Analysis, Irregular Plural Forms

OBJECTIVE: The student will recognize and employ irregular plural forms.

SKILLS: Recognizes and employs irregular plural forms 4-6 4***

ACTIVITIES

1. Divide the class into two teams. Pronounce three singular nouns that you know have irregular plural forms such as calf, dish, leaf. Have one student pronounce the plurals in the same sequence. The team gets one point for each correct plural pronounced in the correct sequence. Alternate until everyone has had a turn. The team with the most points wins.

2. On the board write a list of words whose plurals are variously formed. Have students come to the board and rewrite in colored chalk the correct plurals. Then have each student pronounce both words and give the correct spelling for the plural.

3. Have students skim their library books, basal readers, or language textbooks to locate the singulars that would have odd plural spellings. Have each student list these on a sheet, write his own name at the top of the list, and drop it into a box. Afterwards, have each child draw a slip from the box, write the correct plurals and return it to the originator for checking.

CONTENT: Vocabulary Development--Structural Analysis, Comparative Endings

OBJECTIVE: The student will recognize the comparative endings er and est.

SKILL: Recognizes comparative endings er and est. 1-3 3***

ACTIVITIES

1. Read to the class a short story, such as Big, Bigger, Biggest, containing many er and est comparative endings. Ask children to listen and each time they hear a comparative ending to clap once if they hear an er ending and twice if they hear an est ending. Stop long enough each time to write the word down on the board for immediate transference of listening to seeing a word.

2. Pour applesauce in three dishes. Add 1/2 teaspoon sugar to number one; one teaspoon to number two and two teaspoons to the third one. Above the first one on the board write: This applesauce is _________ (sweet). Above the second one, write: This applesauce is ___________ (sweeter). Above the third one write: This applesauce is ____________ (sweetest). Other things can be used to illustrate comparative endings. For old, older, oldest; short, shorter, shortest; fast, faster, fastest; and near, nearer, and nearest.

3. Write on the board the following words: quiet, hot, green, late, dry. Then have students add either er, or est to each word, and write a sentence using the inflected form. After all have finished, have a student who has added er to the first word to read, then write his sentence with its ending next to the root word. Ask a student who has added the est to do the same. Utilize all the words in the same manner. Compare the heights and weights of children as an extra activity.

CONTENT: Vocabulary Development--Structural Analysis, Compound Words

OBJECTIVE: The student will recognize and use compound words.

SKILL: Recognizes and uses compound words 1-6 3***

ACTIVITIES

1. On small cards, write words that can be combined to form compound words. On the other side, draw pictures of the words. Have students put together words or pictures to make compound words.

2. Read to students several put-together stanzas such as:

Look! There is a house!
Look! There is a boat!
Put them together.
You have a houseboat.

Here is a chalk.
Here is a board.
Put them together.
You have a chalkboard.

Have you seen a bean?
Have you seen a bag?
Put them together.
You have a beanbag.

Continue by reading the first two lines and then let students complete the last two lines. Then prepare some incomplete poems for students to complete. Next, have students prepare their own poems and ask them to read them to the class. All the poems could be compiled into a class book for pleasure reading.

3. Let students search in school and at home for compound words. Have them catergorize and copy their lists and mount them on construction paper. Display the lists. Categories could include classroom, insects, clothing, flowers, toys, etc.

As a follow-up, have students look for compound words that can be illustrated humorously and make a chart or booklet to show their work.

Example: Have you ever seen? ...a housefly? ...a hotrod? ...a matchbox?
...a fishbowl? ...a starfish? ...a catfish?

CONTENT: Vocabulary Development--Structural Analysis, Contractions

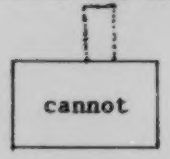
OBJECTIVE: The student will recognize and form contractions omitting one or more letters.

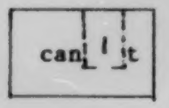
SKILLS:	Recognizes and forms contractions omitting one letter	2-3	3***
	Recognizes and forms contractions omitting more than one letter	3-6	4***

ACTIVITIES

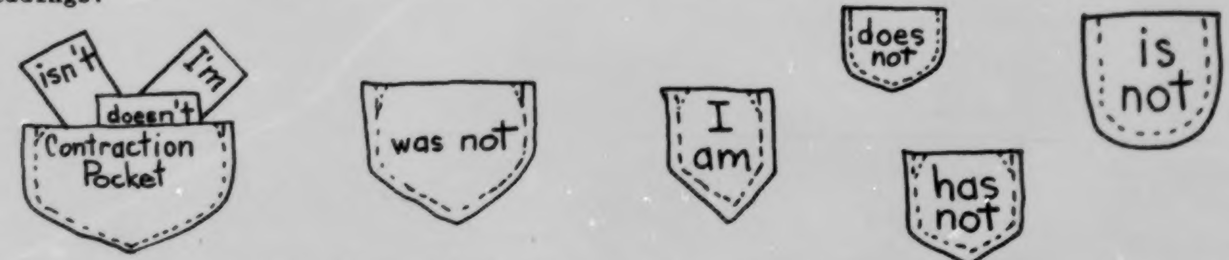
1. Make word cards with tabs that fold over the letters that are omitted when contractions are formed. The apostrophe is on the rear of the tab and comes into view when the tab is folded over. The student reads the words and the contraction and uses them in a sentence.

   Example:





2. Construct a Contractions Pockets bulletin board, such as shown below. Let students take contraction cards from the contraction pocket and place them in the pocket for the words for which they stand. Encourage students to add to the bulletin board by making additional pockets and contractions from their readings.



3. Direct students to locate and read a short story which contains many contractions, especially in quotations. Make a list of contractions they found. Let each read his list to the class.

   Follow up by writing a story incorporating at least six contractions.

CONTENT: Vocabulary Development--Structural Analysis, Affixes

OBJECTIVE: The student will recognize affixes as syllables with meanings of their own.

SKILL: Recognizes affixes as syllables with meanings of their own 2-6 4***

ACTIVITIES

1. Use any commercial gameboard which requires movement by throwing dice. On 3" x 5" cards write sentences with words that contain affixes. Put the cards in a bag. Divide students into two teams for the game. Instruct the first member of each team to draw a card. Have the student read the sentence, write the word on the board, and draw lines under the affix and give the meaning.

   If he is correct, he throws the dice and moves the number of spaces indicated. After he finishes, a player on the other team follows the same procedure. The team that finishes first wins the game.

2. Play "Prefix - Suffix Bingo." Write words across the top of the card, and in the squares below, write prefixes and suffixes. Call out sentences which suggest the meaning of prefixes and suffixes on the board. For example, "The boy and his parents do not agree. They _______." Students look down the column under agree and place a disc on the prefix or suffix that gives that meaning (disagree).

change	spell	pay	dress	agree
un	re	ing	re	dis
ed	mis	pre	es	ment
inter	mis/ed	ment	un	ed
able	ing	re	ing	ing

3. On a bulletin board place fat cut-out cats on a fence. Print a different root word on the body of each cat. On separate tail print prefixes and suffixes. Divide the class into two teams. Alternate team members come to the board and select a tail. The student earns points for his team by doing the following:

   a. States if the affix is a prefix or suffix. (1 point)
   b. Pins the tail on the left side of the cat for prefixes and the right side for suffixes. (1 point)
   c. Gives the meaning of the word. (2 points)
   d. Uses the word correctly in a sentence. (3 points)

CONTENT: Vocabulary Development--Structural Analysis, Affixes

OBJECTIVE: The student will use prefixes and suffixes correctly.

SKILLS:

Uses prefixes:	a, be, un, re	2-6	4***
Uses suffixes:	er, ly, ful	2-6	4***
Uses prefix:	dis	3-6	4***
Uses suffixes:	less, ness (est)	3-6	4***
Uses prefixes:	pre, mis, ex, in, sub	4-6	5***
Uses suffixes:	able, ment, ty, th, al, ist, ive, ize, or, ion, tion, age, y	4-6	6***
Uses prefixes:	non, com, con, tri, super, pro, inter, trans, post, per, de, bi	5-6	
Uses prefixes:	en, im, ad, ab, an, co, contra, tele	6	
Uses suffixes:	ish, ant, ent, ance, ence, ten, eous, our, il, ible, ious, ation	6	

ACTIVITIES

1. On one side of small cards print words to which prefixes and/or suffixes have been added. On the reverse sides print the root words. Stack the cards with the derived words face up. One student takes a card, reads the derived word and names the root word and uses it in a sentence. If he is correct he gets to keep the card; if not he places the card at the bottom of the stack. When all cards have been used the player with the most cards is the winner.

2. To help students understand the meaning of prefixes and suffixes, write pairs of sentences on the board or a chart to be read aloud; one sentence should have the root word and one should have the derived form. Students discuss the derivative and how its meaning has been changed from its root word.

3. A competitive game used preferably with upper elementary students is one in which the class is divided into two teams, each assigned to a section of chalkboard. Write a prefix or suffix on the board and instruct the first student of one team to write a word with it. Members of the opposing teams alternate until neither team can think of a word. Then write a new prefix or suffix and start again.

CONTENT: Vocabulary Development--Structural Analysis, Syllabication

OBJECTIVE: The student will discriminate between one- and two-syllable words and multi-syllables in words orally and in print.

SKILLS:

Discriminates between one and two syllable words given orally	1-6	2***
Discriminates between one and two syllable words in printed form	2-6	3***
Discriminates between multi-syllables in words orally and in print	3-6	

ACTIVITIES

1. Make a first-name card for each student. Arrange all cards in stacks according to the number of syllables. Say the names in a chant, going from one-beat names to four-beat names. Have students join in the chants. The cards can be changed to include things, places, animals, etc.

2. A group cinquain can be used to teach rhythm in syllabication. Write a title on the board. Students add a line until the five lines have been completed. The pattern and example are below:

Line 1 - two syllables	Tiger
Line 2 - four syllables	Large and angry
Line 3 - six syllables	Crouching, stalking, leaping
Line 4 - eight syllables	Feeding on fearful animals
Line 5 - two syllables	Ruler

   Rhyming syllable patterns can also be used to create limericks, tankas, or haikus.

3. Construct a spinner with numerals from 1 to 4. Four players take turns spinning while one keeps scores. When the arrow stops on a numeral, the student must pronounce a word with that number of syllables. Words can be limited to subject area vocabulary such as social studies, health, reading, etc. Words may not be used more than once.

CONTENT:	Vocabulary Development--Structural Analysis, Syllabication		
OBJECTIVE:	The student will employ syllabication generalizations.		
SKILLS:	Employs syllabication generalization: When two consonants come between two vowels in a word, the syllable division usually comes between the two consonants (per-haps).	3-6	5***
	Employs syllabication generalization: When one consonant comes between two vowels in a word, the syllable division usually comes before the consonant (va-cant).	3-6	5***
	Employs syllabication generalization: When the last three letters of a word are a consonant followed by le, usually the final syllable consists of the consonant and the le (ma-ple).	3-6	5***
	Employs syllabication generalization: Prefixes and suffixes are separate syllables (re-pair, play-able).	3-6	5***
	Employs syllabication generalization: Compound words are divided between the syllables within the word (summer-time, sun-light).	3-6	5***
	Employs syllabication generalization: Blends and digraphs are not divided (se-cret).	3-6	5***
	Employs syllabication generalization: The letters ck and x usually go with the preceding vowel (pick-le, tax-i).	3-6	5***

ACTIVITIES

1. Pronounce words demonstrating the generalization to be taught. Have students listen carefully and clap for each syllable heard. Call attention to the fact that there are as many syllables in a word as there are vowel sounds.

   As a follow-up, write three or four words on the board and divide them according to a particular generalization. Have students note the consistent syllable pattern and see if they can inductively determine the generalization.

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Example: 1. sun/ny, ten/der, hap/pen, pic/nic - VC/CV generalization

2. Ba/by, mo/tor, so/da - V/CV principle

3. ta/ble, ma/ple, un/cle - c/le principle

2. Make a poster stating the syllabication generalization. The poster should be in view at all times and reviewed periodically as rules are added. Rules should be simply stated. Their purpose is to aid pronunciation - not to produce perfect word division. Each generalization may be written in a different color.

   As follow-up, students snould find words which illustrate the generalization, have them write them on cards and divide them into syllables. Use the same color to print the example as was used to print the generalization and attach the cards to the chart.

3. Prepare a set of words to be divided into syllables. Have each student prepare six cards with the numerals 1 to 6 on them. Hold up a word to be divided into syllables. Students look at the chart to see the generalization which applies to that word and hold up the numeral to show the generalization used. Call on a student to pronounce the word and use it in a sentence.

CONTENT: Vocabulary Development--Structural Analysis, Accent

OBJECTIVE: The student will apply generalizations related to accented syllables.

SKILLS:	Identifies accented syllables and primary accent	3-6	
	Employs accent clue: In root words with two syllables the first is usually accented (pic'ture).	4-6	5***
	Employs accent clue: In words with a prefix or suffix, the accent is on or within the root word (a sleep').	4-6	5***
	Employs accent clue: A syllable with a long vowel sound is usually accented (pi'lot).	4-6	5***
	Employs accent clue: In words of three or more syllables, primary accent is shown by a heavy accent mark; secondary stress is shown by a lighter accent mark (cham'pi on ship').	4-6	6***

ACTIVITIES

1. Make a collage illustrating the accent clue being studied. Students fill the collage with words and pictures of objects whose names have accents governed by the same accent clue. For example, accented syllables with long vowel sounds could be illustrated with pictures of a pilot, tuna, notice, bacon, paper, razor, etc.

2. Make a poster with the accent clues numbered. Make or have the student collect words on 3" x 5" cards illustrating each one. Laminate the cards. The cards may be used for various activities.

   a. Call out four words illustrating a clue. Students hold up a finger or numeral card showing the number of the accent clue which applies.

   b. Distribute the cards at random around the class. Call out accent clues. Students hold up words that illustrate that clue.

   c. Have students place accent marks on the cards with transparency pins. If laminated the cards can be used again. A variation of this is to clamp small colored clothespins where the accented syllable is.

3. Have students sit in a circle. Each one chooses five words from the text and divides the words into syllables. He writes each syllable (with the accented mark if it's accented) on a separate square of paper. (For example, happy would be hap on one paper and py on the other.) Place all the papers in a box, and mix them up. Give five papers at random to each student. Students try to form words using their squares. If they use two to form a word, they draw two more from the box to replace them. When the teacher says "switch," each student selects any three of his squares to pass to the next person. Continue in the same way until students have switched ten times. The student with the most words is the winner.

CONTENT: Vocabulary Development and Study Skills--Picture Dictionary

OBJECTIVE: The student will locate information in a picture dictionary.

SKILL: Locates information in the picture dictionary 1-2 2***

ACTIVITIES

1. Provide picture dictionaries. Discuss the book's organization. Have the children point to the picture, word and sentence as you say it. Repeat this procedure throughout the book.

2. Provide picture dictionaries for the students to use. Select eight to ten words from the dictionary for each student to locate. Have the students write the words and the illustration sentence from the dictionary.

3. Have each child make his own picture dictionary out of construction paper. For each letter the child will supply a picture, word, and sentence.

CONTENT: Vocabulary Development and Study Skills--Dictionary

OBJECTIVE: The student will use guide words and entry words in the dictionary.

SKILL: Uses the dictionary's guide words and entry words 2-5 4***

ACTIVITIES

1. Write a list of words in alphabetical order on the chalkboard. Write two words to the side of the list and ask students where the two words should be written in the list. Repeat activity.

   As a follow-up, write two guide words on the chalkboard in alphabetical order. Write a third word and ask the students if it belongs between the two guide words. After this has been repeated several times, distribute a teacher-made worksheet in this format:

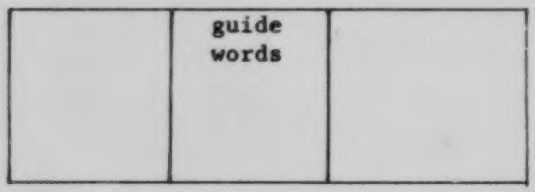
Guide Words	Guide Words
COFFEE CORRECT	SAMPAN SATURDAY
Entry Words	Entry Words
COOL __________	SAID __________
COPE __________	SAND __________
COST __________	SAVE __________

2. List ten words on the chalkboard and have students locate them in the dictionary using guide words.

   Reproduce for each student a copy of a word list. Direct students to select ten words they do not know from the list. Have them write each word, the two guide words on the page where the word was found, and a sentence using the word.

   Have each student locate the guide words in a dictionary between which they would find their first name or last name if they were listed in the dictionary. Let them compile a class guide word list.

3. Give the student a set of guide words and a list of words that could be found on the page, before or after the guide words. Cut out each word. Divide a sheet of paper in three sections and glue the guide words on the top of the middle section. The students are then to glue the words in alphabetical order on their paper



CONTENT: Vocabulary Development and Study Skills--Dictionary

OBJECTIVE: The student will select the correct definition for a multi-meaning word.

SKILLS:	Uses the dictionary for multiple meanings	3-6	
	Uses the dictionary to locate, select, and verify word meaning in context	3-4	4***
	Uses the dictionary to locate word meanings	2-3	3***

ACTIVITIES

1. Have students find the word run in the dictionary. Go over each meaning. Use each meaning in a different sentence that shows its meaning. The students should make up the sentences, but you should have sentences ready for times the students need assistance.

2. Make a list of words with multiple meanings such as novel, cell, settlement, bar, cardinal, table, power, minister, cabinet, fire, force, rock, plot, tense, case. Let each student be the teacher for a word. The student looks his word up in the dictionary and makes up a sentence that shows its meaning. He then reads his sentence to the class. The class works out the meaning.

3. Divide the class into groups, each made up of three or four students. The teacher assigns a word to each group, who then utilizes the dictionary to define their word. Each group then presents their word to the class by dramatizing the word. The class attempts to define the word based on the dramatization. The group must dramatize each meaning.

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CONTENT: Vocabulary Development and Study Skills--Dictionary

OBJECTIVE: The student will use the dictionary for correct word spelling, inflected form, and word division.

SKILLS:	Uses the dictionary for correct word spelling	1-4	4***
	Uses the dictionary for inflected form	3-6	
	Locates words for word division	3-6	

ACTIVITIES

1. Prepare a worksheet with sentences similar to the following:

   There was a very _______________ fog.

   dents   dense   dence

   John makes a good ________________.

   apearance   appearanse   appearance

   Have the students use their dictionaries to find the correct spelling.

   As a follow-up, prepare a list of word pairs with one spelled correctly and the other spelled incorrectly. Have the students use their dictionaries to find the correct spelling and cross out the incorrectly spelled word.

2. Prepare a list of words for the students to locate in the dictionary. Have students copy the entry word with the suffixes added. On the same worksheet, prepare a list of words using the inflected form. Have students locate the word in the dictionary and write the root word they had to look under to find the inflected form.

3. Prepare a worksheet with a list of words for the students to locate in the dictionary. Have them rewrite the words in syllables using the dictionary as a guide.

CONTENT: Vocabulary Development and Study Skills--Dictionary

OBJECTIVE: The student will use the dictionary for a pronunciation guide.

SKILLS:	Uses dictionary for pronunciation guide	3-6	
	Uses diacritical markings	3-5	5***

ACTIVITIES

1. Give each child a word that has more than one pronunciation. The child must write the re-spelling and use each word in a sentence. Each child is to illustrate each sentence he has written.

2. Prepare a list of words with more than one pronunciation (minute, desert, etc.). Write sentences using these words. Have the students use the dictionary to find the correct pronunciations. Have them write the correct pronunciations using phonetic spelling and diacritical markings.

   Example: Sand is made of minute
   particles of rock. (mi noot')
   Sixty seconds make one
   minute. (min' at)

3. Assign a creative writing in which the child must use a minimum number of words with more than one pronunciation. He must orally read his story and the class must identify when they hear one.

CONTENT: Vocabulary Development and Study Skills--Dictionary

OBJECTIVE: The student will interpret the pronunciation key.

SKILL: Interprets pronunciation key 3-6

ACTIVITIES

1. Explain that dictionaries use different symbols in their phonetic spelling; therefore, each includes a pronunciation key. Have students locate the pronunciation key in their dictionary and use it to decode several words written on the chalkboard. Have them read each word aloud. Next have students write phonetically several words dictated to them, using the symbols in the pronunciation key.

2. Make a matching activity or game of the phonetic spelling with its words.

3. Give the children a blank sheet of paper on which to draw a specific picture following the directions you give them. The worksheet of directions that you will give the children will be written in phonetic re-spellings from the classroom dictionary.

   As a follow-up, have students write secret messages to friends using the phonetic spellings.

CONTENT: Vocabulary Development and Study Skills--Dictionary

OBJECTIVE: The student will recognize variant pronunciations.

SKILL: Recognizes variant pronunciations 5 5***

ACTIVITIES

1. Tell the students that some words have more than one correct pronunciation. Instruct them to use the dictionary to find two pronunciations for each word that you have listed on the chalkboard. Example: route, rodeo, bouquet, buffet, sedimentary, abdomen.

2. Explore the explanatory notes in class dictionaries to see how variant pronunciations are shown in the dictionary. Note how pronunciations of equal acceptance are listed. Variants that are less common than others may be designated; for example, Webster uses also to precede the pronunciation. Sometimes regional labels are given.

3. Have a variant word hunt. Have students select a section of the dictionary and skim to find words with variant pronunciations. Specify those which are pronunciations peculiar to our region.

CONTENT: Vocabulary Development and Study Skills--Dictionary

OBJECTIVE: The student will identify secondary accent in words.

SKILL: Identifies secondary accent 4-6 6***

ACTIVITIES

1. Tell the students that a word may sometimes have two accents, a strong one called a primary accent, and a weaker one called a secondary accent. As a group have students use their dictionaries to place the accent marks for words you have listed on a worksheet. Have the students underline the syllable where the secondary accent is placed. Say the words, listening to the accent. Clap the words accenting the stressed syllables. Example: kin' der gar' ten. Other words that can be used are kangaroo, crackerjack, undershirt, hippopotamus, classification, refrigerator, examination, manufacture.

2. Prepare word cards for words with primary and secondary accents. Divide the word into syllables. Have colored bands to slide over the card, one for the primary accent, one for the secondary accent.

3. Prior to a unit of study have students survey texts to find words with secondary accent that are related to a unit of study. The student could help in introducing the words to the group.

CONTENT: Vocabulary Development and Study Skills--Dictionary

OBJECTIVE: The student will use cross references in the dictionary.

SKILL: Uses cross references in dictionary 5-6 6***

ACTIVITIES

1. Tell the students that sometimes words are related to one another. The dictionary helps them to see these relationships in that the word is first defined and then followed by the instructions to see another word. (stuck: see stick) Give students a list of words and direct them to find each word in the dictionary and write beside it the word one looks up for more information.

2. Read as a class, the explanatory notes in the particular dictionary being used. Point out the different kinds of cross-references used. Dictionaries may have (a) directional cross references which direct the user to look elsewhere for more information; (b) synonymous cross references which indicates words of similar derivation; and (d) inflectional cross references which relate the inflected form to the base word. Have students locate cross references and classify them according to their type.

3. Write five new words on the board. Have students locate the word and its cross reference. Students record on cards the cross reference, the information it referred them to, or clues based on the information. Each student reads his card and students try to match it to a word on the board.

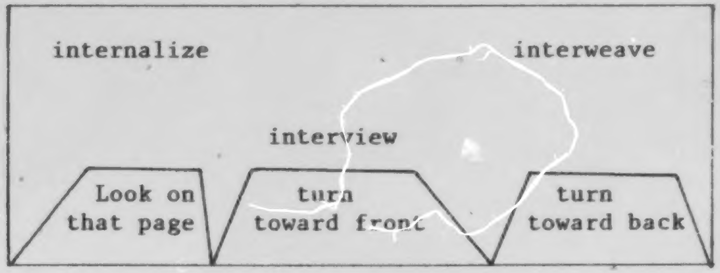
CONTENT: Vocabulary Development and Study Skills--Dictionary

OBJECTIVE: The student will use a glossary and an unabridged dictionary.

SKILLS:	Uses glossary applying dictionary skills	3-5	5***
	Uses unabridged dictionary	6	

ACTIVITIES

1. Prepare a center game with 10 or 12 5" x 7" index cards. Write two guide words from pages in the unabridged dictionary in the corners of the cards. Cut and fold the cards as shown.



Place a star under the correct flap. Instruct the students to look at the guide words; then look at the flaps. Determine where this word would be found. Explain how they can self-check their answers.

2. Prepare a list of words from the glossary of a textbook. Instruct students to locate a word in the glossary, write the phonetic spelling, and write a sentence defining the word. Prepare a list of words from the glossary of a textbook along with their definitions in mixed order. Have the students use the glossary to determine word meaning and match the words with their definitions.

3. Prepare a list of words for the students to find in an unabridged dictionary. Have them write the guide words on the page where each word was found. On the same worksheet, write a sentence using each of the words. Have the students write the numeral of the meaning which applies. Tell the students that they will be expected to pronounce each word. They are to use the phonetic spelling and pronunciation key to determine the pronunciation.

TEACHING TIPS

COMPREHENSION

Understanding of language depends upon a combination of student word knowledge, previous experience with the conceptual area, and ability to apply "meaning getting" processes. While interpretative procedures may be taught, understanding cannot extend beyond a student's level of experience with words and concepts. Thus, any teaching in the area of comprehension must include development of essential background experiences as readiness for application of procedures for achieving understanding. Once this basis is assured, comprehension training may proceed from basic and concrete levels to higher and abstract levels.

Edgar Dale defined three levels of comprehension: (1) reading the lines, (2) reading between the lines, and (3) reading beyond the lines. These same concepts are utilized in this guide with comprehension sequenced from the literal level and on to interpretive, critical/appreciative, and creative understanding. Higher and more complex levels of understanding depend upon the lower level understanding. Without grasp of literal details, students are unable to proceed with interpretive, critical, and creative comprehension tasks. For each new subject to be comprehended, students must be led back through the sequence from literal to creative stages.

Prior to being assigned comprehension tasks involving printed materials, students must be proficient in understanding spoken content and in decoding picture concepts. Comprehension is thinking and therefore involves the same procedure whether the language stimulus is presented in spoken, illustrated, or printed form. Activities involving discussion where logic and reasoning are illustrated are critical to later success in perceiving and judging content contained in print. Some of the best learning results from peer explanation of how understanding is achieved. Group work on completion of deletions in a cloze passage provide a vehicle for initiating such a discussion and for maintaining on task consideration of language samples.

Question answering is not enough to develop full comprehension facility. Students must participate in unstructured recall activities in order for full comprehension ability to be revealed. If recall is only in response to questions consideration is limited to the recognition level which is a minimal form of language expression. One means for increasing the learning value of question answering is to require students to explain why and/or how they determined response.

Literal comprehension is limited to recall of information explicitly stated in context. Skills include recognition of information and reiteration of exactly what is stated in the context.

Interpretive or inferential comprehension is the combining of two or more ideas or concepts to form a new understanding. In some cases, the "bits" of information used are taken from the content being read while at other times part of the information being used to achieve understanding is taken from the reader's existing knowledge.

Critical comprehension and appreciation require students to demonstrate understanding through excessive activities where the information learned is utilized. In critical comprehension, the student evaluates or passes judgement on what is read. He compares different author viewpoints on the same topic and becomes perceptive to bias and propaganda techniques. Relationship of literary techniques and word usage provides the basis for appreciation.

In creative comprehension, the student may transform or rearrange what is read into other forms (art, music, drama, other literary forms), or the student may elaborate on what is read by asking questions about things the author did not tell, adding his own ideas to the story, or changing the story in some way. He goes beyond what is read in applying information, formulating new ideas, and engaging in further questioning, reading, and experimenting.

In developing comprehension skills, remember:

(1) Be sure that word recognition skills are automatic, freeing time for comprehension.

(2) Build "word" knowledge. Research supports the fact that building vocabulary increases comprehension.

(3) Build "world" knowledge. Because the student brings meaning to the printed page, he must have a background of experience (real or vicarious) related to the reading content.

(4) Assist students in developing organizational skills--syntactic organization as well as the overall organization of the information that is read. Students should be helped in understanding increasingly larger meaning units.

(5) Build on motivation and interest. Get to know student interest and needs through interest inventories, etc. Students who are interested in a topic can read materials that would ordinarily be too difficult.

CONTENT: Comprehension--Readability Level

OBJECTIVE: The student will apply given skills to passages at appropriate readability levels.

SKILLS:
Applies given skills to passages at a readability level of 1.7 1***
Applies given skills to passages at a readability level of 2.4 2***
Applies given skills to passages at a readability level of 3.1 3***
Applies given skills to passages at a readability level of 3.7 4***
Applies given skills to passages at a readability level of 4.9 6***

ACTIVITIES

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1. Use an informal reading inventory to be sure students are placed at their appropriate readability level. If the student is to make progress, he should be able to recognize 95 percent of the words and answer 75 percent of the questions in instructional material. If a student is having difficulty in comprehension skills, remember the first rule of remediation is to be sure the materials are easy enough for him to concentrate on the skill rather than word recognition.

2. Give students a "rule of thumb" to use in selecting materials for free reading: Choose a page in the middle of the selected book. As you read through the page fold down a finger for each unknown word, starting with the little finger. When the student reaches the thumb, he knows that the book is too hard. (In other words, if a student misses five words on a page, the material is probably too difficult.)

3. To determine the readability level of materials for which no grade level is given, use one of the readability formulas available in most reading methods texts. Fry's Readability Formula is one of the easiest to use. Once students have mastered the mathematical procedures required, have them determine the readability level of materials related to a given unit of study. In order to meet individual differences, materials on various reading levels should accompany any unit of study.

CONTENT: Literal Comprehension--Auditory Memory

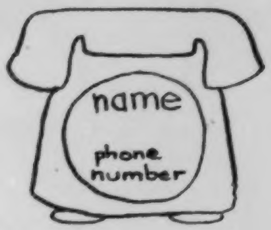
OBJECTIVE: The student will be able to recall his phone number and address.

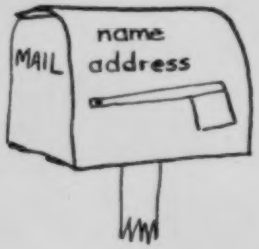
SKILL: Recalls phone number and address K-1

ACTIVITIES

1. Use real or play telephones to dramatize placing a telephone call. Children say their telephone numbers aloud, while dialing the number. Children may make telephone calls to each other using each other's telephone numbers.

2. Encourage children to remember their home addresses and telephone numbers. Make a bulletin board on which each child places a picture of his home that he has cut from construction paper. As each child learns his telephone number and address, give him a paper phone and mail box for his home.





3. Play the "Policeman Game." One child is the policeman who helps lost children. The child pretending to be the policeman goes to classmates and asks:

Policeman: " Are you lost, little girl (boy)?"
Girl or Boy: "Yes, I am."
Policeman: "What is your name?"
Child: (Gives full name)

Policeman: "Where do you live?"
Child: (Gives home address)
Policeman: "What is your phone number?"
Child: (Gives phone number)
If the child can answer all the questions correctly, then he or she becomes the policeman.

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CONTENT: Literal Comprehension--Story Details

OBJECTIVE: The student will recall, locate, and identify story details on level.

SKILLS:	Listens and recalls story details	K-6	1-6***
	Locates, identifies, and recalls details and specific information in a sentence	1-6	1-6***
	Locates, identifies, and recalls details and specific information in a paragraph	2-6	2***
	Locates, identifies, and recalls details and specific information in a story	3-6	3-6

ACTIVITIES

1. Recite a nursery rhyme, or tell a short story. Before you begin, tell the children to listen for the names of people and the things that happen. Have them repeat as many of the details as they can recall. Write the details on the board and have the children read them and decide if any were left out. The activity can be made more difficult by letting the students write the details which they recall and then read their lists to the class.

2. Write sentences on the board and explain that the sentences answer the questions, "Who?" "When?" and "What?" The children are to number sentences and after the number write the answer to the questions. The sentences can be taken directly from readers with structured reading vocabulary. Example:

   One day when spring was on its way, Jane stood at the door looking out.

Who?	When?	What?
Jane	One day when spring was on its way	Stood at the door

3. Each student makes out five to ten questions from a story the class has read. Students can do this independently or as a group. Students draw numbers in class. The first three form a panel. Each remaining student in turn asks the panel a question. Each panel member has a chance to answer the questions in rotation. If a panelist misses, the next number drawn takes his place. The longest panelist or the one with the most correct questions answered is the "winner."

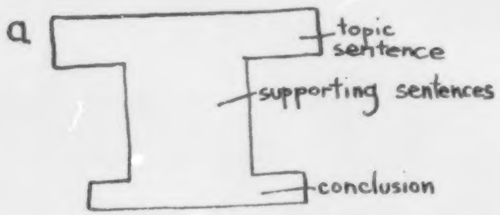
CONTENT: Literal Comprehension--Main Idea

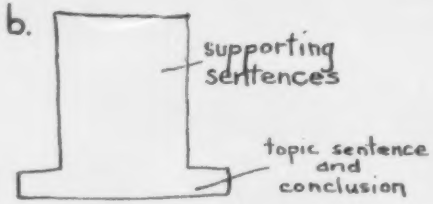
OBJECTIVE: The student will select a topic sentence in a paragraph.

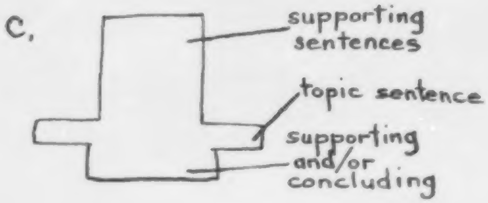
SKILL: Identifies the main idea by selecting a topic sentence in a paragraph 2-6 4***

ACTIVITIES

1. Go over with students what a topic sentence is and where it can be located in a paragraph, as illustrated below.


a
topic sentence
supporting sentences
conclusion


b.
supporting sentences
topic sentence and conclusion


c.
supporting sentences
topic sentence
supporting and/or concluding

Cut apart paragraphs or news articles and reposition them according to the three designs.

2. In a short article or paragraph have students find the answers to as many of the following questions as possible. Answers should be one or two words found by skimming:

   Who is the story about?
   When did it take place?
   Where did it take place?
   What happened (action)?
   Why did it happen?

   Using these words and other adjectives from the story and articles, the students will write a topic sentence for the paragraph. These should be compared to the one in the paragraph to see how close it follows.

3. Give students paragraphs in which the topic sentence is omitted. Have the students read the selection and make up their own topic sentence.

CONTENT: Literal Comprehension--Main Idea

OBJECTIVE: The student will identify the main idea by selecting an appropriate title for a paragraph and story.

SKILLS:

Identifies the main idea by selecting an appropriate title for a paragraph	1-6	2***
Identifies the main idea by selecting an appropriate title for a story	4-6	6***

ACTIVITIES

1. Select a picture that corresponds to a descriptive title.

   As a follow-up, read a short story to the children. After a general discussion, ask them to tell in a few words about the story. Then have them suggest titles for the story. List several of these on the chalkboard. Have students suggest one best title and why they think it is best.

2. Collect short news articles, cartoons, paragraphs, etc. Separate the title from each and print it on separate strips of oaktag. Make several "false" titles and add these to the "real" ones. Pass out the collection of titles to students, one (or more) to each. As the paragraphs and cartoons are read orally from an overhead projector, students match their title with the correct paragraphs or cartoons. Discuss why they matched them as they did and help students to see why "false" titles don't fit.

3. Have stories with a choice of three titles. Have students defend their choice of titles and compare their choice against the original title.

CONTENT: Literal Comprehension--Main Idea

OBJECTIVE: The student will select the main idea for a story.

SKILL: Selects the main idea for a story 3-6 5***

ACTIVITIES

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1. Select a picture that corresponds to a story. Find nouns and verbs in the story that carry the main idea throughout the story. List them.

2. Use pictures from magazines, newspapers, etc., to create a collage, mobile, or display that visually illustrates the main idea of a quotation, fable, or story. Example: "A thing of beauty is a joy forever (Keats).

3. Different main ideas are discussed and a list is written on the board. (Example: a play-by-play description of a winning team's game, events of community interest, accident descriptions, weddings, heroic adventures, stories illustrating the same moral, weather stories, home improvement techniques.) Students then look through magazines, newspapers, etc., to find articles that have one of the main ideas listed. These are pasted on to a large sheet of newsprint to form a collage of stories with the same main idea.

   As a follow-up, select an editorial cartoon. Have students find an editorial, news story, letter to the editor, and/or newsphoto that ties in with the main idea of the editorial cartoon.

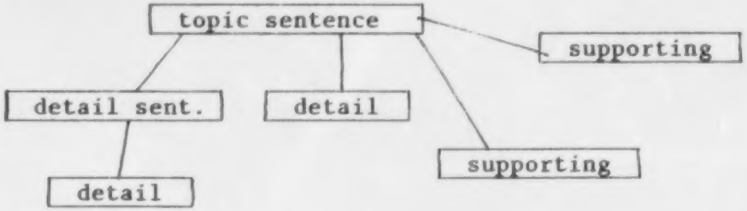
CONTENTS: Literal Comprehension--Details

OBJECTIVE: The student will be able to select details that support the main idea.

SKILL: Selects supporting details 4-6 6***

ACTIVITIES

1. Use a newspaper article or paragraph with a clear concise topic sentence. Students cut it up and diagram the topic sentence and supporting sentences in an order that shows how the details all relate.
   Example



2. Using a recipe format, have students list the main idea as the "recipe" and then list the recipe "ingredients" needed (the supporting details). Finally the student takes those ingredients and writes the paragraph. Examples: The Recipe for a Perfect Pet, My Dream Vacation, A Best Friend. A Birthday Party, etc.

3. Read a news item of personal interest. Compose a telegram of not more than 20 words to convey the main message. These can be written on dittos resembling a telegram. The words should be details that support the main idea. These can be read to the rest of the class, then posted with the article and the telegram side by side.

CONTENT: Literal and Interpretive Comprehension--Words, Phrases, Sentences, Paragraphs, Stories, Poems, Articles

OBJECTIVE: The student will interpret meaning on level.

SKILLS:

Interprets meanings of words, phrases, and sentences	1-6	1-6***
Interprets meanings of paragraphs	1-6	3-6***
Interprets meanings of stories	1-6	
Interprets meanings of articles	5-6	

ACTIVITIES

1. The children will be given several word, phrase, or sentence cards based on a story or article they have read. Write on the board a question that can be answered with one of the cards. The child who thinks he has the word, phrase, or sentence to answer the question from the board reads the answer from his card. Write the answer on the board, and then write another question to be answered as before.

2. Scramble words in sentences taken from an article or a story in the text. Have the children arrange them in order to make a sentence with meaning.

3. After a student reads a selection (paragraph, story, or article) he can:

    a. Retell the selection in his own words.
    b. Respond to questions.
    c. Relate this selection to others or his own experiences.

CONTENT: Literal and Interpretive Comprehension--Poetry

OBJECTIVE: The student will interpret the meaning of poetry.

SKILL: Interprets meanings of poems 1-6

ACTIVITIES

1. Read children poetry that has a very definite pattern. As you read, have the children say the pattern as it is repeated. Using the same form and pattern, as a group write another poem. Have children copy (if old enough) and illustrate. Older students may write their own.

2. Poetry often takes what is commonplace and helps us to see what we might have overlooked or taken for granted. Use poetry in teaching factual information in science and social studies. Poetry on animals, rain, etc., lends a new quality to the lesson. A unit on transportation can include poetry such as "Motor Cars" by N. Bennet. Allow children to collect their own favorites and share them.

3. Distinguish differences between poetry and prose, pointing out that poetry is not confined to grammatical conventions such as complete sentences. Ideas are just allowed "to be." Have student locate poems that illustrate this.

   As a follow up, have students take an article or prose selection and highlight what they feel are the essential words. Arrange them and add to them to make a highlight poem.

CONTENT: Literal and Interpretive Comprehension--Story Sequence

OBJECTIVE: The student will recall and identify story sequence.

SKILLS:	Listens and recalls story sequences	K-6	
	Recalls story sequence of two events	1	1***
	Recalls and identifies story sequence of three events	1-2	2***
	Identifies story sequence of four events	2-3	3***
	Identifies story sequence of five or more events (literal)	3-5	5***
	Identifies story sequence of five events (literal and implied)	4-6	6***
	Identifies sequence in time and place	5-6	6***
	Identifies sequence in size	6	
	Recognizes flashback	4-6	

ACTIVITIES

1. For children who have not yet learned to read, pictures can be placed on tagboard to illustrate the story you read to them. Pupils arrange the pictures sequentially and retell the story.

2. Read or tell a short simple story to the group. Write in sentence form on strips of tagboard each main point of the story and distribute to the pupils. These may be kept in envelopes labeled with the title of the story. Direct the pupils to arrange the sentences in the correct sequence. The story is reconstructed by having pupils read aloud the sentences as they occurred in the story.

   Variation: This activity could be used for independent seatwork by asking pupils to arrange the sentence in proper order and draw pictures on folded paper to "show" the story as it happened.

3. Have students read a story and then examine the story for words and phrases that indicate when an event took place, or how long something lasted. Look for time references such as: to begin with, now, today, then, following, next, after that, after a while, yesterday, tomorrow, and in conclusion. Call attention to flashbacks in the story. Then construct a time line charting events in the story.

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CONTENT: Literal and Interpretive Comprehension--Punctuation

OBJECTIVE: The student will interpret meaning of punctuation on level.

SKILLS:			
	Interprets meaning of period, question mark	1-6	3***
	Interprets meaning of exclamation mark	2-6	3***
	Interprets meaning of comma, quotation marks	3-6	5***
	Interprets meaning of italics, parenthesis	4-6	

ACTIVITIES

1. Select a rhythm instrument to represent each punctuation mark. Give each student one of these instruments. Show a story on the overhead projector and have one child read it orally. When he comes to a punctuation mark, he should pause while the students play the appropriate instrument. Period = horn, question mark = melody bell, exclamation mark = cymbal.

   a. As a variation of the first activity of using rhythm instruments, have the children form the punctuation marks with their bodies.

   b. Play the Victor Borge punctuation recordings.

      (1) Have the children make the punctuation sounds with him.
      (2) Have them make up their own punctuation sounds.
      (3) Have them read stories or paragraphs using punctuation sounds.
      (4) Have them write their own creative stories or paragraphs using punctuation marks and then read them to the class using the punctuation sounds.

2. Make tagboard cards, printing a symbol or a use for the symbol on each one. For example, make a period on a card; then on four additional cards, print the words "at the end of a sentence," "after initials,""after an abbreviation," and "after a numeral on a list." A symbol card will be needed for each use card. Match symbols with their usage. An additional set of cards can show illustrations of these uses. Follow-up activities could include having the students write sentences illustrating the types of punctuation marks studied. These sentences can be read orally by the students. Other class members tell what punctuation marks are used and where they are placed.

3. Have students write one another short letters to be delivered by a child playing the part of a postman. The children then read to the group the letters they have received. Emphasis is placed on writing good sentences and observing proper expression which is dictated by the parks of punctuation.

   As a follow-up, have students write each other short letters without punctuation and let them see how difficult it is to read.

4. A game which can add interest to comprehension of punctuation is a version of "What's My Line?" The children can plan this, choosing "guests" to represent punctuation marks. The guests are then questioned by the panel as to their functions and appearances. A guest might be introduced as "He is rather shy and seldom appears more than once in a sentence" (period), "Our first guest always appears in pairs" (quotation marks). Both the panel and guests should be cautioned that questions may be answered by "yes" or "no."

CONTENT: Interpretive Comprehension--Summary

OBJECTIVE: The student will be able to summarize paragraphs and stories.

SKILL: Summarizes paragraphs and stories 4-6 6***

ACTIVITIES

1. Write a simple paragraph on a transparency. Compose three possible summaries. Have students read the paragraph and decide which choice best summarizes the paragraph. Discuss.

2. Write some simple paragraphs or stories on transparencies. Divide students into work groups. Have each group read their story or paragraph and together compose a simple summary. Provide time for each group to share their transparency. Discuss the appropriatness of the summary.

3. Divide students into pairs. Give each pair a brief paragraph or story mounted on colored paper. Have each pair write four possible summaries for their paragraph or story. Assist groups as needed. Have students write each of their summaries on slips of paper to match that of their story. Check, edit, and laminate. Use the pupil-made activities as teaching aids.

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CONTENT: Interpretive Comprehension--Prediction of Outcome

OBJECTIVE: The student will predict outcome of paragraphs and stories.

SKILLS:

Predicts outcome of stories read by the teacher and picture series	K-1	1***
Predicts outcome of paragraphs read silently	2-6	
Predicts outcome of stories read silently	3-6	4***
Recognizes foreshadowing	5-6	

ACTIVITIES

1. Read to the children the beginning of a story that is illustrated by a series of pictures. Have the children draw pictures to depict the story ending. Let each child tell his story to the group. The teacher can then read the ending of the author's version and let the children compare their predictions with the author's.

2. Write the titles of short stories or selections on a transparency or chalkboard, then predict what each story is about. Each student writes his prediction on a sheet of paper. Have students discuss their predictions. Then read the selection and see whose predictions were verified.

3. During the silent reading of an assigned selection students should be directed to stop at a specific point and write what they feel the outcome will be and a list of those words, phrases, actions, etc., which the author used to foreshadow events. In completing the story, stop periodically to see which predictions are verified or eliminated.

CONTENT: Interpretive Comprehension--Cause and Effect

OBJECTIVE: The student will determine cause and effect in paragraphs and stories.

SKILLS:	Determines cause and effect for stories read by the teacher	1	
	Determines cause and effect for paragraphs read silently	2-6	
	Determines cause and effect for stories read silently	3-6	4***

ACTIVITIES

1. Guide children in all reading, whether read orally by the teacher or silently by the child, to see how actions or events are caused by previous action or events. Ask many why questions that require because answers.

   Why did Susan stay home? Why did Jim change his mind? Why are the children feeling sad?

2. List the causes of some events in a column on the chalkboard, transparency, or ditto. To the left of these causes list their effects. Ask the students to draw a line from the cause to the effect.

3. As students are reading particular selections where a character makes a decision to solve a problem have students identify: what caused the problem, what were the effects of the problem, what caused the character to act as he did, and what were the results of his decision. Lead pupils to see how one aspect (problem) can be both a cause and effect.

CONTENT: Interpretive Comprehension--Inferences

OBJECTIVE: The student will detect inferences in stories and paragraphs.

SKILLS:

Makes inferences for stories read by the teacher	1	
Makes inferences for paragraphs read silently	2-6	4***
Makes inferences for stories read silently	3-6	4***

ACTIVITIES

1. Read (or have the children read) such stories as Sleeping Beauty, The Three Little Pigs, Pelle's New Suit, Little Red Riding Hood, and lead the children in a discussion of points such as the following:

    a. What person (or animal) in the story would you like to have as a friend? Why?
    b. What person (or animal) would you not like to have as a friend? Why?
    c. How old do you think (a particular character) was? Why?
    d. What was (main character) trying to do?
    e. Why was it hard for (main character) to do this?
    f. How did (main character) manage to succeed in doing this?
    g. Where did this story take place?
    h. Did the story happen a long time ago? How do you know?

2. Give students pieces of conversation. See if students can figure out what the topic of conversation is. Examples:

    "...it's her tenth! Weren't you invited? Bonnie and Betty were."
    "I'd love to. It sounds like fun. I'm so hot today it will feel good. Let me go get my suit."
    "...not so good. I thought I would do better."

3. As motivation for a new story, write its title on the chalkboard. Choose a story that has a word or phrase in its title that will lead children to make inferences: "Ann Moves to the City," "The Old, Old House." Ask the children to draw a picture of what they think the story is going to be about. Discuss these with the children asking them why they included certain items in their pictures. Help them to recognize how certain words bring to mind many details. After reading the story have the children decide whether or not the inferences they made were correct.

CONTENT: Interpretive Comprehension--Drawing Conclusions

OBJECTIVE: The student will draw conclusions.

SKILLS:	Draws conclusions for stories read by the teacher	1	
	Draws conclusions for paragraphs read silently	2-6	
	Draws conclusions for stories read silently	3-6	4***

ACTIVITIES

1. Select several interesting basal passages to read to students. Stop in appropriate places to ask questions requiring students to draw conclusions. Extend questioning having students explain their answers. Review the reasons given to illustrate the thinking process. Later use entire stories and simple poems.

2. Select paragraphs from basal workbooks or discarded books and write a final question requiring the student to draw conclusions. Mount and laminate. Students select a paragraph and write and illustrate their conclusion. Share, emphasizing the logic of the conclusion.

3. Copy a paragraph or a story on a transparency. Provide time for students to read silently. Ask questions requiring students to draw conclusions. Have students locate and underline information that assisted them in drawing their conclusions.

CONTENT: Interpretive Comprehension--Problem Solving

OBJECTIVE: The student will be able to identify and solve problems in stories.

SKILL: Identifies and solves problems in stories 4-6 6***

ACTIVITIES

1. Write a brief story on a transparency. Discuss the character(s), problem(s), encountered, and how the problem(s) were resolved.

2. Have student write simple stories keeping in mind a specific problem and how it is dealt with. Share stories orally. Encourage other students to identify the problem and how it was solved.

3. Compose a list of familiar book titles on the board or a transparency. Have students complete the list by identifying a problem and its solution for as many titles as they can. Extend to student-made riddles: I lost my slipper, but found a husband (Cinderella).

CONTENT: Interpretive Comprehension--Relationships

OBJECTIVE: The student will perceive relationships in classification.

SKILLS:

Perceives relationships in classification	1-6	6***
Identifies part in relation to the whole	4-6	6***

ACTIVITIES

1. "Animal, Vegetable, or Mineral." Print each of the following words on 1½" x 3" pieces of poster board. Put the corresponding numbers on the opposite side of each card to make the game self-checking.

penguin - 1
antelope - 1
weasel - 1
crocodile - 1
salamander - 1

celery - 2
broccoli - 2
asparagus - 2
lettuce - 2
onion - 2

gold - 3
copper - 3
silver - 3
quartz - 3
sulfur - 3

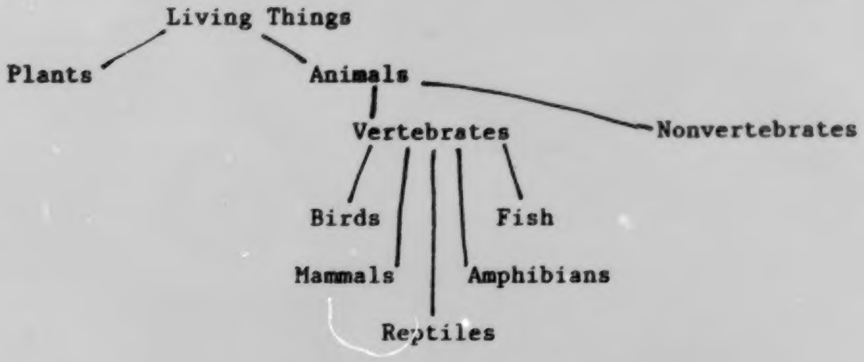
As a follow-up, make a large cut-out of an animal, vegetable, and mineral and label the animal "1," vegetable "2," and the mineral "3." Play by the following rules:

a. Take game pieces out of the folder.
b. Place the three large pieces of the animal, vegetable, and mineral across the top of your desk.
c. Look at the word cards and place each one under the correct picture.
d. Turn the cards over to check your work. The numbers should be the same as the heading on the card.

Expand the game by having students add additional words in each category. New subgroups could be developed. Example: Animals could be divided into backbone/no backbone, or backbone into mammals/reptiles/etc.

2. Poets often use expressions or words that fit into categories of seeing, hearing, tasting, smelling and feeling. Have students collect their favorite poems and find at least one word for each sense and list it.

3. Have students make structured overviews of a content area unit under study. First have them brainstorm all vocabulary essential to mastery of the topic. Then arrange the list of words in a tree diagram which shows the interrelationship among the concepts.


Living Things
Plants
Animals
Vertebrates
Nonvertebrates
Birds
Fish
Mammals
Amphibians
Reptiles

CONTENT: Interpretive Comprehension--Analogous Relationships

OBJECTIVE: The student will be able to perceive analogous relationships.

SKILL: Perceives analogous relationships 4-6

ACTIVITIES

1. An analogy is a way of making comparisons. To prepare students for word analogies in which one pair of words shows the same relationship as another pair of words, give students picture cards showing a pair of objects that are related in some way. Have students tell how the objects are related.

   Example: Apple/Orange (Both are fruit.)
   Bat/Ball (You hit the ball with the bat.)

   As a follow-up, have students match picture pairs. For example, "apple/orange" would match with "banana/grapes." "Bat/ball" could match with "tennis racket/tennis ball."

2. Before having students complete word analogy pairs presented alone, give sentences suggesting the relationship.

   Example: You wear a glove on your hand.
   You wear a hat on your __________.
   So, glove is to hand as hat is to __________.

3. Have students complete or write analogies of their own related to a given topic. An example is "Louisianalogy," with analogies related to the state of louisiana.

   Example: Houston is to Texas as New Orleans is to __________.
   Crawfish is to etouffe' as shrimp is to __________.
   Trout are to fishermen as muskrat is to __________.

CONTENT:	Interpretive Comprehension--Character Traits		
OBJECTIVE:	The student will interpret character traits from stories.		
SKILLS:	Interprets by describing and dramatizing character traits from stories read by the teacher	1-4	4***
	Reads critically to interpret, describe, dramatize, and compare character traits	3-6	4***

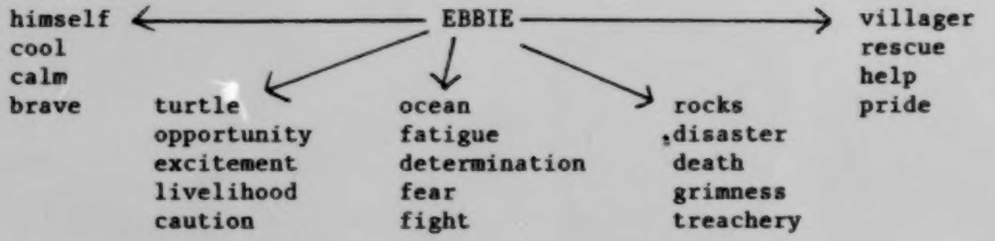
ACTIVITIES

1. Read Little Red Riding Hood to the children. Have them dramatize how frightened Red Riding Hood was, how sick the grandmother was, how mean the wolf was, etc.

2. Have students select a character from a story that they know well and find especially appealing. For this character each student is to list words, phrases, or sentences (either those used in the story or ones he makes from his own impression) that describe him. Let each student tell the group about the character he selected. After several characters have been discussed lead the students into comparing the traits of the different characters.

   As a follow-up, let several students dramatize the characters from the basal reader section. The others in the group would discuss which character is being dramatized. Other interpretations of the characters' traits can be presented.

3. Have students make a tree diagram depicting the main character of a story and other people or things to which the main character is related. A branch may also include the characters feelings about himself. List words that describe the relationship. The following diagram depicts the story of a boy whose efforts to land a giant sea turtle in a small dinghy almost costs him his life.


EBBIE
himself
cool
calm
brave
turtle
opportunity
excitement
livelihood
caution
ocean
fatigue
determination
fear
fight
rocks
disaster
death
grimness
treachery
villager
rescue
help
pride

CONTENT: Interpretive Comprehension--Types of Literature

OBJECTIVE: The student will recognize types of literature.

SKILLS:

Recognizes types of literature: biography and autobiography	4-6
Recognizes types of literature: poetry	4-6
Recognizes types of literature: modern realistic fiction, historical fiction and science fiction	5-6
Recognizes types of literature: informational article	5-6
Recognizes types of literature: plays/drama	5-6

ACTIVITIES

1. Read to students daily from different types of literature. Discuss the characteristics of each form, compare styles, and encourage students to express their preferences. Have students prepare charts listing the types of literature and their characteristics. Let students list favorite books under appropriate headings.

2. After exposing students to varied literary forms, provide materials for each to design a colorful book jacket for a favorite book. Involve students in preparing a bulletin board illustrating the types of literature using their book jackets.

3. Provide a 15-20 minute period for free reading. Encourage students to discuss their book. Have students write brief commercials for their books. Each must mention the type of literature. Present the commercials.

CONTENT: Interpretive Comprehension--Tall tales, Fairy tales, Myths/Legends, Fables, Songs

OBJECTIVE: The student will recognize tall tales, fairy tales, myths/legends, fables and songs as types of literature.

SKILLS:	Recognizes tall tales and fairy tales as types of literature	4-6
	Recognizes myths/legends and fables as types of literature	5-6

ACTIVITIES

1. Select a familiar nursery rhyme or fairy tale. Have students make a paper bag hand puppet of their favorite character. Students should "act out" the nursery rhyme or fairy tale in front of the class without a prepared script.

2. Have students rewrite myths and legends as newstories following the who, what, when, where, why and how format.

3. Select a familiar fairy tale and rewrite it using a modern setting. Update the characters' behavior, clothing, dialogue, etc. Produce as a puppet show.

4. Distribute a list of available tales, fables, and legends to the students. Divide the class into groups with a chairperson for each group. The chairperson reads selections from their chosen category. The students choose a selection to rewrite or write as an original play. Each committee is divided into sub-committees: re-writing, scenery and sound-track. Each group works on a production. A "TV Critic" sheet is given to the class to write comments about each group's production.

CONTENT: Interpretive Comprehension--Cartoons

OBJECTIVE: The student will recognize and design or write cartoons.

SKILL: Recognizes cartoons as a type of literature 5-6

ACTIVITIES

1. Select a cartoon strip familiar to the children or clip a single cartoon from the paper. Trace it on a master ditto sheet. Leave the dialogue bubble blank and run copies for each child. (Instead of tracing, you may cut out the cartoon bubble, leaving it blank, laminate the cartoon strip onto white poster board, and write on it with erasable markers.)

   Give directions similar to the following to the class: Today you are going to practice being a cartoonist. All of you recognize "Peanuts" and "Dennis the Menace." I've traced this strip on a ditto sheet (or laminated them). Notice the dialogue bubbles are empty. What do you think is being said? What do you think could be said? Use your imagination in writing the conversations.

2. Classify comics on a collage as funny, those with a moral, those that could be true, those having a definite function, those related to a topic such as outer space, etc.

3. Students read comics and choose one that is funniest to them. Have them determine why. Have them cut it out and rearrange it to see if they can discover the pattern of a humorous sequence (setting, action, punchline) and which order of pictures follows this closest (usually the original order). Have students label the sequences in the cartoon and paste on construction paper.

4. Give the students blank cartoon squares or strips of adding machine tape, and let them create their own characters. Mount the strips on colored construction paper and make a cartoon display bulletin board.

CONTENT: Interpretive Comprehension--Figurative Language, Exaggeration

OBJECTIVE: The student will be able to interpret meaning on level of figurative language.

SKILLS:

Interprets meaning on level of figurative language	4-6
Recognizes figurative language-exaggeration	4-6

ACTIVITIES

1. Have students write "E" in front of each sentence that is an exaggeration, and write "T" in front of each sentence that could be true.

   Example:

   1. My father is as strong as an ox.
   2. The boy turned blue from anger.
   3. She died from fright.
   4. The girl ran a mile in eight minutes.
   5. The traffic was at a snail's pace.

2. Direct students to read a story containing exaggerations and then write five sentences describing exaggerations found in the story.

3. Print the following exaggerations on sentence strips. Below each have students write the literal or true meaning.

   Example:

   1. She was so shocked after hearing the rumor that you could have knocked her over with a feather.

   2. The screams curdled my blood.

   3. It was raining cats and dogs.

CONTENT: Interpretive Comprehension--Figurative Language, Similes and Metaphors

OBJECTIVE: The student will recognize similes and metaphors as a comparison of unlike things to enhance meaning.

SKILLS:
Recognizes the simile as figurative language 4-6
Recognizes the metaphor as figurative language 4-6

ACTIVITIES

1. Duplicate, copy on the board, or make a transparency of some commonly used similes, such as the following:

   (1) Quiet as a ____________.
   (2) Blind as a ____________.
   (3) Wise as a ____________.
   (4) Quick as a ____________.
   (5) High as a ____________.
   (6) Strong as a ____________.
   (7) Busy as a ____________.
   (8) Sick as a ____________.
   (9) Smart as a ____________.
   (10) American as a ____________.
   (11) Happy as a ____________.
   (12) Slow as a ____________.
   (13) Stubborn as a ____________.
   (14) Sweet as a ____________.
   (15) Nutty as a ____________.
   (16) Light as a ____________.

   Read through the list together, letting the students finish orally the similes they've heard over and over again (i.e., busy as a bee, smart as a whip, high as a kite). Give each student a simile and have them illustrate it. Let them show the illustrations one at a time and have the rest of the group try to guess what simile is illustrated.

2. Tell the students that a metaphor is an implied comparison without the words "like" or "as." Give students several examples, pointing out what is being compared. For example:

   I can't eat these rocks. (The cookies are hard as rocks.)
   Her voice dripped with honey. (Her voice and honey are sweet and smooth.)

3. Write a sentence using similes or metaphors, then rewrite each so that it retains the meaning and does not use a simile or metaphor.

4. Ask students to write fresh similes or metaphors--ones they have never heard before. Encourage them to try for unusual comparisons. Provide time for the students to share their product.

CONTENT: Interpretive Comprehension--Figurative Language, Personification

OBJECTIVE: The student will recognize and use personification.

SKILL: Recognizes personification as figurative language 4-6

ACTIVITIES

1. Inform students that at times writers show objects or animals talking or acting as only humans ordinarily do. If you like, tell children this is called personification. Write sentences such as the following on the board or on a transparency and as a class find evidence of personification.

   The flowers stood tall and bowed their heads before the dancing sunbeams.

   Find appropriate paragraphs from materials in basal readers, and direct students to read these paragraphs writing down examples of personification. Divide students into two teams. Have one student read an example of personification and a member of the opposite team tell its meaning.

2. Determine the meaning of personification from the context:

   a. The wind chimes sang in the gentle breeze.
      (1) The wind chimes made musical sounds.
      (2) The wind chimes were singing songs.

   b. The moon painted a yellow stripe across the still water.
      (1) The moon was using watercolors.
      (2) The reflection of the moon made a yellow stripe on the water.

   c. The furniture spoke of its owner's bad taste.
      (1) The furniture talked to someone about bad taste.
      (2) The owner of the furniture had bad taste.

3. Write personification using objects in the room. Examples:

   a. The chalk squealed as it ran across the board.
   b. The window crashed against the thrown ball.
   c. The table groaned underneath the heavy load.

4. Have students incorporate personification in a pyramid poem, such as the following:

Pyramid Poem

Wind (non)
Westerly wind (adjective, noun)
Westerly wind howling (adjective, noun, verb)
Westerly wind howling furiously (adjective, noun, verb, adverb)

CONTENT: Interpretive Comprehension--Idiomatic Language

OBJECTIVE: The student recognizes idiomatic language as a literary device.

SKILL: Recognizes idiomatic language as a literary device 4-6

ACTIVITIES

1. a. Have students make idiom picture books. Make soft cover books with the number of pages equal to the number of idioms they choose to illustrate.

   b. Discuss with students that idioms are odd expressions that most of us use everyday. We don't become aware of how odd they are until someone who is trying to learn our language questions us. Have students pretend that they are trying to learn English. Say: "What would you think if I told you a secret and then said, "Oh, I let the cat out of the bag"? Remember you have never heard this expression so you would probably translate it just the way it sounds...a cat jumping out of a bag. Consider how funny it would be to picture this. Have students make a list of other idioms on the board and then illustrate the idioms in their picture book. Label the picture with the idiom underneath. Examples of idioms:

   Chewing the fat
   On the fence
   Cool it
   I dig you
   You'll see my dust
   Her mind was a blank
   Kicked the bucket
   Sock it to me
   Hold your temper
   Bury the hatchet
   So hungry he could eat a horse
   The man cried like a baby
   Dropped from the team
   She's an angel
   Toots her own horn
   Simmer down
   Getting a load off my chest
   Pulled up stakes
   It went in one ear and out the other
   He is all thumbs
   He has a green thumb
   Her eyes are bigger than her stomach
   Flew off the handle
   Floating on a cloud
   Running a temperature

2. Write a brief paragraph using as many idioms as possible. Rewrite it using none. Mount the two side by side on construction paper for the rest of the class to read.

CONTENT: Interpretive Comprehension--Imagery

OBJECTIVE: The student will be able to recognize imagery.

SKILL: Recognizes imagery 5-6

ACTIVITIES

1. Have students make a collage for each sensory organ. Place a picture of a sensory organ in the center of the page. Then have students cut and paste from magazine words or pictures that appeal to each sense. Discuss how the different senses help us picture things in our own mind.

2. Write a sentence on the board such as, "The boy caught a fish." Have students close their eyes and picture the scene in their mind. Think of how the boy looked, how the fish looked, how the place looked where they boy was fishing. Think of the sights, sounds, smells and tastes of the scene. Have students draw a picture of what they imagined. Choose one or two with the most detail and as a group write a descriptive passage filled with imagery.

3. Have students in their reading locate a passage which they think is filled with imagery. Have students practice reading the passage and share it with the class. Students may point to the different sensory organs that the selections appeal to as it is being read.

CONTENT: Interpretive Comprehension--Story Elements

OBJECTIVE: The student will be able to recognize story elements which indicate character, setting, and plot.

SKILLS:

Recognizes story elements: character	4-6	6***
Recognizes story elements: setting	4-6	6***
Recognizes story elements: plot	4-6	

ACTIVITIES

1. Have students select a book or story that can be completed in a 15-minute period. Tell students to read, paying particular attention to who (the characters), where (setting), and what or why (plot). Provide 15 minutes of uninterrupted silent reading. Make four columns on the board or transparency. Label columns--title, character, setting, plot. Let students tell the three elements in their individual story. Record and discuss.

2. Have students write original character riddles. Students write four descriptive clues about a favorite story, T.V., or fairy tale character. Two of the clues must allude to the setting and plot. Provide time for students to present their riddles. Example: My favorite color is green. I rob the rich to give to the poor. I am at home on a horse. I live in Sherwood Forest. Who am I? (Robin Hood)

3. Prepare a transparency with a column each for character, setting, and plot. Elicit possibilities for each category. Responses do not necessarily have to be from actual stories. Have students randomly pick a character, setting, and plot to use as a framework for original stories. Share.

CONTENT: Critical Comprehension and Appreciation--Books for Pleasure and Information

OBJECTIVE: The student will visit the library frequently.

SKILL: Visits library frequently K-1

ACTIVITIES

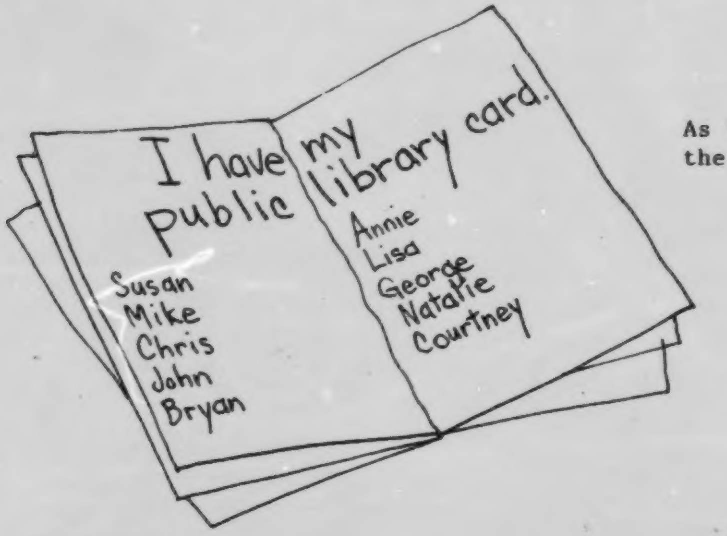
1. Use your classroom library to teach children about books (how to handle books, how to turn pages, how to replace books back on shelf, etc.).

   Have the children help you make a chart to hang in your class library, "If Books Could Talk."

2. Take your class to your school library on a regular basis. Let them listen to a story and check out books to take home for parents to read to them.

3. Go on a field trip to a local library.

   Encourage them to get their public library card by making a chart similar to this:


I have my public library card.
Susan
Mike
Chris
John
Bryan
Annie
Lisa
George
Natalie
Courtney

As they get their card, put their name on the chart.

CONTENT: Critical Comprehension and Appreciation--Fact and Fiction, Realism and Fantasy

OBJECTIVE: The student will distinguish fact and fiction for paragraphs and stories.

SKILLS:	Distinguishes fact and fantasy (real and make-believe)	K	
	Distinguishes fact and fiction for stories read by the teacher	1	
	Distinguishes fact and fiction for paragraphs read silently	2-6	
	Distinguishes realism and fantasy	4-6	6***
	Reads critically for fiction and non-fiction	4-6	6***

ACTIVITIES

1. In discussing stories read, ask the children questions:

    a. Do you think this could really have happened?
    b. Why or why not?
    c. How do you know that this is a make-believe story?

    Help them to recognize such things as talking animals and magic carpets as signs of pure fiction. Lead them to understand also that some stories could be true but are about fictional characters and/or places.

2. Read or have a child read a tall tale to the class or watch a filmstrip, such as Mike Fink, Pecos Bill, Johnny Appleseed, or Dr. Seuss' books. Discuss why it is fictional rather than fact. Have the students listen for exaggerations which prove that it is fictional rather than fact and tell how many they can remember. After several tales have been read together, divide the group into teams. Let them make up a "tall tale" of a cumulative type. One student begins, and the others add to it in turn. The audience may enjoy retelling the story in sequence.

3. After reading a few fiction/non-fiction short stories, have students discuss what the characteristics of non-fiction and fiction could be, which are the same, etc. Do this in chart form.

Non-Fiction	Fiction
Based on history.	True to history.
Based on real people.	Based on people the author makes up.

As a follow-up, type, print, or paste short selections or excerpts on cards. Have a good supply of selections that are both fact or fiction. Place these in a box and provide two additional boxes (or envelopes) labeled FACT and FICTION. Students may read the selections and decide which ones are true and which are fictional. After they have placed the cards in the appropriate boxes, students may check their answers with the answer sheet provided, return the selections to their original box, and add a passage of their own.

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CONTENT: Critical Comprehension and Appreciation--Fact and Opinion

OBJECTIVE: The students will read to distinguish fact and opinion.

SKILL: Distinguishes fact and opinion for stories read silently 3-6 4***

ACTIVITIES

1. The ability to distinguish between fact and opinion can be introduced by the following exercises. Select and mount on paper two pictures pertaining to food. Under one picture write a statement of fact; for example: "This is an ice cream cone." Under the second picture write a sentence expressing an opinion; for example: "I like ice cream." Through discussion, show the difference between making a statement about something and telling how you feel about that thing. Suggest that the students bring in pictures and make oral statements of fact and opinion about each picture. To provide additional experiences, direct the students to draw or use pictures and to write under each picture a sentence which expresses a fact about the picture and a sentence which expresses opinion. Variation: Have the children fold a page in half and label one side fact and the other side opinion. Instruct them to read a story silently and list statements of fact and opinion in the correct column. These can then be read orally and discussed. Make sentence strips and let students determine whether each illustrates "fact" or "opinion."

2. Cut out several large, colorful advertisements from magazines. Divide the students into groups, giving each group one ad and asking them to evaluate which statements or inferences are factual and which are opinion. One member of each group may summarize the evaluation for the class. Finally, ask each student (or group) to "invent" a product and make a poster advertising their goods. They may use their advertisements to show an example of either fact or opinion. Provide time for the students to share and discuss their original ads.

3. Collect editorials for a period of one week or more. In each, underline the facts in red and the opinions in blue. Keep current ones posted for comparison and reading by the students.

CONTENT: Critical Comprehension and Appreciation--Character, Feelings, Actions, Motives

OBJECTIVE: The student will read critically for character, feelings, actions, and motives.

SKILLS:

Reads critically for character, feelings, actions, and motives	4-6	6***
Recognizes point of view (first person)	4-6	

ACTIVITIES

1. After reading some particular story, answers to the following questions could be discussed:

   a. What does the character say?
   b. What does the character do?
   c. What do others say about him?
   d. From whose point of view is the story being told?

2. Each student could dramatize the character in his story, choosing appropriate dress, actions, etc. The student could also write a brief description of the characters and have a classmate read the description while he pantomimes it.

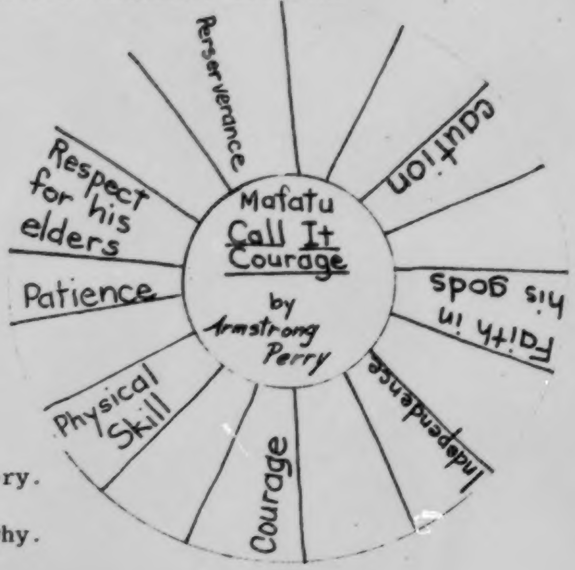
3. Direct students to read a biography or fictional story. As they read, they should pay careful attention to the personality and actions of the main character.

   a. Have students list the character traits they have discovered after they have read the story.

   b. Then, have students construct a character wheel, as illustrated, using as many "spokes" as needed to include all the characteristics they have listed.

   c. Inform students that they should be ready to

      (1) Explain the characteristics they have chosen.
      (2) Tell how each trait affected the character's actions in the story.
      (3) Describe any changes which took place in the character.
      (4) Tell which traits they think are desirable or undesirable and why.
      (5) Discuss the character as seen from different points of view.



CONTENT: Critical Comprehension and Appreciation--Individual/Group Action

OBJECTIVE: The student will determine individual/group action.

SKILL: Reads critically for individual/group action 4-6 6***

ACTIVITIES

1. Many guidance counselors have filmstrips or lessons on values clarification that would lend themselves to lessons on individual/group action. The following types of lessons might be used: a lesson in which the group puts pressure on the individual to act in a certain way; a lesson on drug abuse where a narcotics officer speaks to the group about group activities or group pressure; a discussion on commune living which emphasizes how pressure from within the group causes each individual to behave in a certain manner (Manson case is an example of this).

2. Read and discuss a clipping or newspaper article on a current event involving individual/group action. Divide students into committees, each with an elected chairperson, to bring in similar current event articles for further discussion and compilation in committee scrapbooks.

3. Select a book or story in which an individual's actions are in contrast to the accepted norm of the group and society. Have students read, then write the action taken by the individual, whether they would have done the same or would have done it differently, and how they might have solved the problem in a more appropriate manner.

CONTENT: Critical Comprehension and Appreciation--Bias

OBJECTIVE: The student will read critically for bias.

SKILL: Reads for bias 4-6 6***

ACTIVITIES

1. Discuss bias or prejudice in race, religion, and sex. Scan through basals written several years ago. Scan through newer versions. Note differences in stories--stories showing women in new roles, stories for boys and girls, stories showing different ethnic groups and religion.

2. In social studies, the teacher reads or has students read several biographical accounts of the same person. The students can list similarities and differences in the selections.

   As a follow-up, have information on authors available. Determine if the author's background gives evidence of bias.

3. Compare two newspaper editorials on the same subject from different newspapers. Explain how the approach and conclusions of the two newspapers differ.

CONTENT: Critical Comprehension and Appreciation--Persuasion

OBJECTIVE: The student will recognize techniques of propaganda.

SKILL: Reads critically for propaganda 5-6

ACTIVITIES

1. Have the student learn the following techniques of propaganda:

    a. Name calling: the use of terms such as warmonger, pacifist.
    b. Identification: identifying with heroes of the past--Jefferson or Lincoln--to lend credibility or prestige to the propagandist's purpose.
    c. Glittering generalities: the use of words which sound good, but mean nothing.
    d. Testimonial: endorsement by a famous person.
    e. Bandwagon: "Join the group."
    f. Repetition: a statement which if repeated often enough becomes accepted truth.
    g. Innuendo: conjuring an impression in a person's mind that has no basis.
    h. Distortion: giving facts undue prominence or treating important facts lightly, using attention-getters, mixing opinion with facts and omitting vital facts.

2. Have the students read newspapers and watch television advertisements and identify as many of these techniques as they can.

3. Have the students write a paragraph or commercial using these techniques or as many propaganda techniques as possible.

CONTENT: Creative Comprehension--Heightening Anticipation and Expectation

OBJECTIVE: The student will heighten anticipation and expectation by relating personal experiences to what is heard and read.

SKILL: Relates personal experiences to what is heard and read K-6

ACTIVITIES

1. Mount and laminate pictures depicting experiences common to your age-level students (swimming, shopping, riding a bus, opening a present, circus, etc.). Once or twice a week let a child choose a favorite picture to discuss. Encourage the student to relate personal experiences to the picture. Provide time for others to discuss their experiences, too. This oral practice will help students identify with stories read to them and by them. Set pictures on tables in the morning to encourage language development.

2. Prepare and laminate story starters such as: On my way to school I..., One spooky stormy night..., One night my mother prepared the most terrible looking dinner..., Pets can really be funny... Read one of the story starters and ask students to tell about personal experiences brought to mind. Later let students write and illustrate from a single story starter. Share. Compile contributions and staple. Students will enjoy reading other's experiences during free time.

3. After reading a selection, have students write a related experience that the story made them remember. Let children write about their funniest, saddest, scariest experiences and then share them with their classmates.

CONTENT: Creative Comprehension--Doing Something with What is Heard and Read

OBJECTIVE: The student will reproduce ideas through imaginative oral reading.

SKILL: Reproduces through imaginative oral reading 1-6

ACTIVITIES

1. Have students act out sounds and motions in a story as it is read. This is much like the melodrama, with specific sounds, motions, etc., associated with specific characters. (Example: The Three Pigs - For the first little pig, everyone claps once every time the first pig's name is mentioned, two times for the second little pig, three times for the third little pig, and everyone "huffs and puffs" when appropriate.) Other books with sounds emphasized are good to use.

2. Children pick out a favorite poem to read and select music that goes along with the mood of the poem. As children read the poem, music is played quietly and both are taped for future listening.

3. Have groups of students or the entire class choose a theme such as friendship, my favorite pet, home, etc. Each group plans 5 to 10 minutes oral reading presentation using poems, songs, quotes, stories or parts of each that they feel express the feelings they have about the theme. They plan the individual and/or choral reading arrangements, the order of presentations, the content, etc. The presentation can be taped for future listening.

CONTENT: Creative Comprehension--Elaboration
Interpretive Comprehension--Relationships

OBJECTIVE: The student will elaborate on what is read.

SKILLS:

Asks questions about things the author did not tell	K-6
Adds or changes ideas	K-6
Perceives relation of setting to situation	5-6

ACTIVITIES

1. Read a story to the students. Have a puppet to represent one of the characters in the story. Students address questions to the puppet about things the story did not tell. Remind students to ask who, what, when, where, why and how questions. Begin by answering the questions, but as students begin to understand the task, let them be the character and answer the questions.

   As a follow-up, read a short selection or story to students. Have a discussion, "What if..." Example: What if the Eskimo were suddenly put in New York City?" How would the story change? What if we changed the story from today to 1700. How would the story change? What if we changed the giant to a small boy? How would the story change? Speculate about changes that could occur.

2. Read a selection to the group. Have the group brainstorm all the questions they can think of about things the author did not tell. Choose one of the questions and write the answer.

   As a follow-up, read a selection. Think about what would happen if an element of the story were changed - characters, setting (time or place). Write a group story. Let each student contribute a sentence. When the story is complete elaborate on the product by asking questions about things they did not tell and adding ideas.

3. Have students read a selection and list all the questions they can think of that the story did not tell. Then let each student rewrite the story answering as many of the questions as they can. Give a reward to the student who was able to answer the most questions.

   As a follow-up, read a selection. Have students rewrite the story changing some character or object in the story as well as time and place. Share results.

CONTENT: Creative Comprehension--Transformation

OBJECTIVE: The student will transform or rearrange what is read into other forms.

SKILL: Transforms or rearranges what is read into other forms: art, music, drama, other literary forms K-6

ACTIVITIES

1. Read a favorite tale or story to students. Discuss and perhaps list the sequence of events. Assign parts for dramatization. Re-read the story, allowing students to interpret and anticipate as you read.

2. Select a vivid and perhaps detailed story passage or poem describing a person or scene to read to students. Discuss individual images or interpretations of the selection read. Re-read the passage. List words on the board that helped to produce "mental pictures." Now, read another passage. Have students illustrate their impressions. Compare interpretations. Discuss.

3. After individual research projects or content study, assist students in writing a cinquain or diamante pertinent to their topic (Louisiana, plants, the earth's surfaces, South America, Mars, etc.). Encourage students to illustrate their poetry and display.

CONTENT: Creative Comprehension--Going Beyond What Is Read

OBJECTIVE: The student will go beyond what is read.

SKILLS:		
	Applies information	3-6
	Formulates new ideas	3-6
	Engages in further questioning, reading, and experimenting	3-6

ACTIVITIES

1. Have available or have children collect several materials (articles, pictures, stories, poems, etc.) that deal with current environmental issues - energy, clothing, housing, space, etc. Discuss what environment is and what the issues are. Make a large display, such as a bulletin board similar to the following:

Materials	Problem	Solutions

   Students pick an article, individually or in groups, and define the problem outlined in the article and the solution given or used. In class discussion, fill out the chart as a group. Attach materials to the display for further reading after completing the activity.

   Next have students identify what they feel are current environmental problems affecting them (lack of gas for school bus, littered play ground, garbage dump too near housing area, etc.). Have students develop a similar chart to the one above. Information on solutions can come from brainstorming, surveying others (parents, etc.), reading, acquiring the services of local action groups, etc.

2. Have available and have children collect books and articles that are designed to answer personal problems. (Ann Landers, Etiquette books, etc.) Discuss several problems and situations and have students brainstorm for solutions and then compare with solutions found in the books. (Proper way to set a table, etc., introductions, etc.) Discuss how solutions to everyday situations are usually ways to make us comfortable in a situation and may change depending on society.

   Have students write problems on a piece of paper - personal problems or ones they feel they would like an answer to. They do not sign their names. These are collected and passed out in a random order so that everyone gets a different problem. Students then try to answer the question using their own ideas, experiences, and books. Questions and answers can be shared and discussed orally.

3. Using current events and/or past events, have students identify a problem of large consequence (declaration of war, a specific battle strategy, a rescue attempt, a space problem, etc.). Have students identify the old problem and the old solution; the old problem and what they feel would be a new solution; old problems that still exist; and old problems that have recurred. Have students look at any or all of these situations, look at the actual consequences of solutions, or make up what they feel the consequences would be with their new solution. Students may write up short plays showing each setting and/or develop comparison charts.

Example:

Problem: Desire for Independence from Britain

ACTUAL SOLUTION	ACTUAL CONSEQUENCES	NEW SOLUTION	NEW CONSEQUENCES
Declaration of Independence War	Freedom and new country		

TEACHING TIPS

ORAL EXPRESSION

Learning cannot take place without a flow of communication, much of which is oral in the first year of school. The child learns to speak his language long before he begins to read or write, and learning to speak is a much more natural art. He learns language by "ear" and relies on his intuition to determine the rightness rather than rules. Therefore, the models a child has in the first four years of his life determine the language pattern he brings to school. Language habits once removed change slowly.

If children are to become proficient users of language, the school must provide opportunity for students to receive and experiment with language. The child needs experience in which he is exposed to new vocabulary and hears more complex language patterns.

WAYS TO DEVELOP ORAL EXPRESSION SKILL

1. Provide an environment that encourages free and active participation.
2. Provide many concrete and vicarious experiences. Make vocabulary charts or word walls from these experiences. Be sure to allow time to "talk" after the experience.
3. Read to students from literature that contains a variety of sentence patterns and words. Explore the patterns orally with the whole class. Demonstrate how patterns can be changed.
4. Provide rich language via other media.
5. Speak, as a teacher, in a mature way. Remember that you serve as a role model for your students.
6. Provide opportunities for students to interact with adults through interviews, discussions, delivering messages, etc.
7. Teach correct oral forms at the oral levels. Then proceed to the written form.
8. Plan activities that rely on student discussion. Encourage them to describe, compare, and categorize orally.
9. Value talk as a vehicle for learning. Listen to children and respond to what is said.
10. Use effective questions to develop all levels of cognition (literal, inferential, critical, creative). Give time for children to think (10 seconds) before they respond.

CONTENT:	Oral Composition--Language Structure Study Skills--Directions		
OBJECTIVE:	The student will follow simple oral directions.		
SKILLS:	Follows simple oral directions	K-3	3***
	Carries out simple oral directions	K	

ACTIVITIES

1. Have several instrumental records taped. On the tape, the teacher should give simple oral directions periodically, allowing enough time to complete the directions. The teacher will point to the student who is to complete the simple directions.

2. Play the game "Simon Says." The students must close their eyes while playing the game. Simon gives the oral directions. The last player standing is the next Simon.

3. Directions in which the sequence of events varies from the order in which they are stated are sometimes confusing for students. To assist students in these types of directions, give directions such as the time references that clue the time sequence.

   (1) _Before_ you stand up, put your book under the chair.
   (2) _As_ you stand in place, shake hands with your neighbor.
   (3) _After_ you sit down, pick up your book.

   As a follow-up, a fun activity to help students listen thoughtfully to directions is "Don't Follow the Leader." Choose a leader. The leader directs the class verbally to do one thing while he physically does another. For example, he says "touch your toes," but touches his nose. Players are to follow the verbal directions. Those who don't are seated. Change leaders periodically. The ones left standing at the end of a designated time are winners.

CONTENT: Oral Composition--Language Structure

OBJECTIVE: The student will express ideas orally.

SKILL: Expresses ideas in complete sentences orally K-3 3***

ACTIVITIES

1. The first child in each row will observe an object. Each child on the row will give an oral statement describing the object. Remind them to use all their senses in observing the object.

2. Have students pantomime certain actions. Other students will guess what the student is doing and make a sentence about it.

   Sample actions:

   Washing a dog
   Icing a cake
   Brushing hair
   Dressing a baby

   Eating a banana
   Batting a ball
   Changing a tire
   Directing a band

3. Provide a tape of various sounds such as wind howling, motorcycle braking, telephone ringing, etc. Children should complete an experience chart by making a statement about the sound they heard.

CONTENT: Oral Composition--Description

OBJECTIVE: The student will use descriptive words when presenting ideas orally.

SKILL: Uses words to designate location: over, under, in, on, etc. K-1 1***

ACTIVITIES

1. Group students around a table or box. Give each student a paper cup. Direct them to place the cup on the table, off the table, over the table, below the table, above the table, near the table, far from the table.

2. Flannel Board Stories: Tell a familiar story such as "The Three Bears" using flannel cutouts. Encourage children to retell the story in sequence. Place the flannel board piece of the table in the center of the flannel board. Provide time for children to place such items as the bowl on the flannel board following the directions of various prepositions which designate location.

3. Selected students may tell a brief original story using at least five prepositions indicating location. They will demonstrate the meaning of the prepositions.

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CONTENT: Oral Composition--Description

OBJECTIVE: The student will use description to describe simple objects and pictures.

SKILL: Describes simple objects and pictures K-1

ACTIVITIES

1. Encourage and teach the children how to play riddle games. You give the riddles at first, then let the children take turns making up their own. As the children improve their skills, have them keep their riddles about certain categories. Example: "Today's riddles will be about animals." (furniture, things in the room, food, clothes, people, etc.)

2. Make a feel box. Have a child put his hand in the box, feel an object, and describe what he feels.

   As a follow-up, "Show and Tell" or "News Times" - Have the children bring a picture or something from home that is special to them. Let them describe it to the class.

3. Give two students identical sets of objects or blocks of various shapes and colors. Arrange it so they cannot see each other. Let one child build something with his set, and have him describe to his partner what he is doing. His partner must try to follow his directions.

CONTENT: Oral Composition--Description

OBJECTIVE: The student will use descriptive words when presenting ideas orally.

SKILLS:

Tells about experiences in the five sensory areas: seeing, hearing, tasting, touching, smelling	K-6	
Uses color words in description	K-1	1***

ACTIVITIES

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1. Involve students in a variety of experiences using the senses:

    a. "Smelling Experience": Put different spices in covered baby food jars. Have children try to guess what the spice is, describe its smell to the class, and tell what food they associate it with. (Another variation would be to let a student describe the smell while others try to guess what the spice is.)

    b. "Feeling Bag": Have children reach into a bag, without looking, and select an item. They are to describe the size, shape and texture of the item and try to guess what it is. (Another variation is to have one child select an item, describe its shape, size and texture and have other classmates try to guess what it is. Or, have two bags with the same objects in each bag. The child is to try to select the identical object in each bag through sensitivity to shape, size, texture, etc.)

    c. "Taste Tests": Conduct taste tests to compare different brands of a product such as chocolate, orange juice, cola, etc. Encourage children to discuss their impression.

    d. "Sound Hunt": Go on a hunt in the classroom to find items that make sounds. Let children imitate the sound it makes while others try to guess the item.

2. "Awareness Discussions": Involve children in an awareness discussion to stimulate sense awareness. Questions such as the following may help:

    a. Smell

        (1) What is your favorite smell?
        (2) What are the smells of your kitchen? the doctor's office? the cafeteria? the circus? the grocery store?

    (3) What smells are happy?
    (4) What smells are some smells of a hot summer day? after a rain? before a storm?

b. Taste

    (1) What tastes sweet? sour? salty? bitter?
    (2) What is your favorite food? Describe how it tastes.

c. Sight

    (1) What is your favorite color? What is yellow? How does green make you feel?
    (2) What is the largest thing you see in this room? smallest? prettiest? What shapes do you see? color?
    (3) What can you see on your way home?

3. Take the children on a short walk around the school. Following the walk involve children in an awareness discussion to allow them to share impressions that they received through their senses. Develop lists of descriptive words of things they saw, heard, touched, etc. Children may paint their favorite scene from their walk and tell you about it.

   As a follow-up, let children select a picture of a place they would like to visit. Direct children to pretend they are taking a walk in the picture. Encourage them to tell about their walk, including impressions on all five senses. You may wish to record these on a tape recorder or through taking dictation from the students.

CONTENT: Oral Composition--Description

OBJECTIVE: The student will use descriptive words when presenting ideas orally.

SKILL: Uses words to express emotions (orally) K-1 1***

ACTIVITIES

1. "Emotion Pantomime": Allow children to take turns pantomiming various simple emotions. Other children should guess the emotion, then guess what they think is happening and why.

2. Play "Me Too": Sit students in a circle. Have the first student complete an open-ended sentence such as, "I feel miserable when ________________." The second student listens to the response and says, "Me too" or "Not me." If he says "Not me," he must complete the sentence with another ending. Continue around the circle with various emotions (afraid, happy, bashful, embarrassed, brave, etc.).

3. Play music suggestive of different moods. Have students tell emotional words suggested by the mood.

CONTENT: Oral Composition--Description

OBJECTIVE: The student will use description to identify emotional reactions (happy, sad, angry, etc.).

SKILL: Uses description to identify emotional reactions (happy, sad, angry, etc.) K-1

ACTIVITIES

1. When reading stories to the class, have the children discuss the feelings of the characters at different places in the story and why.

2. Have the children discuss different feelings they have had. Let them tell when and why they had these feelings.

   As a follow-up, let the children make a book about themselves. Have them complete each sentence and to write them in their book with an illustration for each one. Example:

   I feel happy when ________________.
   I get angry when _________________.
   I am sad when ____________________.

3. Play word games. "I am thinking of a word that tells how you feel when you are hurt." Have the child give as many answers as he can. This game may be played in teams by keeping a tally of the number of words each team thinks of for each statement.

CONTENT: Oral Composition--Description

OBJECTIVE: The student will use descriptive words when presenting an idea orally.

SKILLS:	Uses words to describe shapes and sizes, people and animals	K-3	3***
	Creates and describes imaginary animals, people, objects	K-3	3***

ACTIVITIES

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1. Make word collages. In the center paste a picture of a person or an animal. Around the edge, write or paste as many words as students can find that describe the person or animal.

2. Have students cut out pictures of people. List words used to describe shapes and sizes of people. Make a class booklet, "There Are All Kinds of People," with pages like the following: "Some are fat. Some are thin. Some are tall. Some are short." A similar booklet could be created, "There Are All Kinds of Animals."

3. Take a large sheet of poster paper and various colors of markers. Tell the students they are going to design a monster. Each student will be given an opportunity to provide a characteristic shape, color, size, or feature. The first student directs the color, size, and shape for you to draw the monster. (Your drawing should be very simple so as not to inhibit children's drawings.) Others will add eyes, nose, number of limbs, etc. The group will then decide on a name for the monster, where he lives and what he eats. Write the dictation at the bottom. Provide time for children to create their own monster and dictate or write their own story.

CONTENT: Oral Composition--Description

OBJECTIVE: The student will use descriptive words when presenting ideas orally.

SKILL: Uses terms of comparison and contrast to describe things orally K-3 3***

ACTIVITIES

1. Use trays of different objects. Each child should have a tray with similar objects. Let them group the objects by color, by size, then by feel or texture.
2. Display charts showing pictures of items such as an apple and a banana, a car and a truck, a horse and a cow. Ask questions such as, "How are they alike?" and "How are they different?"
3. Have two children in the room to stand up. Compare them. How are they alike? How are they different? Have pets brought to the room. Compare how they are similar and different. If students are K-1, write a story together on an experience chart. For students in grades 2-3, follow up the oral discussion by letting children write a paragraph about similarities and another about differences.

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CONTENT: Oral Composition--Narration

OBJECTIVE: The student will use narration to give personal information (whole name, age, school, number and names of family members).

SKILL: Uses narration to give personal information (whole name, age, school, number and names of family members) K-1

ACTIVITIES

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1. Make up rhymes to help children learn personal information. Example:

   "Come and play the game,
   Tell me your whole name."

   If the child is correct, he becomes "it" and chooses the next child to play.

   As a follow-up, for additional practice in giving personal information, have the children make paper bag puppets. Children pretend that the puppets are themselves, and the puppet gives the personal information.

2. Have the children learn their own names, family names, their addresses, and what their parents do. This personal information is put in a booklet which is illustrated by the child.

   Page 1. My name is ______________________.
   My father's name is ______________.
   My mother's name is ______________.

   Page 2. I live in ________________________. (town)
   My house number is ______________.
   My state is ____________________.

   Page 3. My father's work is ______________.
   He works at ____________________.

   Page 4. I go to ________________________. (school)
   I am in the ____________________. (grade)

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As a follow-up, have the children bring snapshots of themselves and their families to share with their classmates. Each child tells the names and ages of his family.

3. Use a play microphone or one from a tape recorder and have each child introduce himself by giving his name, address, telephone number, and information about his family.

   As a follow-up, use a tape recorder and have each child introduce another classmate. Example: "This is Tommy Potter. He is 6 years old. He is in first grade. He is my friend."

CONTENT: Oral Composition--Narration

OBJECTIVE: The student will exhibit a sense of story when presenting ideas orally.

SKILLS:	Tells a story from a series of pictures	K-5	5***
	Summarizes a story in appropriate sequence orally	K-6	

ACTIVITIES

1. Take the children on a field trip. Take photographs of the children. Put the photographs in the order they occurred and have students tell about the trip using the pictures as stimuli.

2. Cut out a series of pictures such as a comic strip. Have students use these pictures to tell a story.

3. Obtain several of the books now available without words. Have the student tell the story into a tape recorder.

CONTENT: Oral Composition--Narration

OBJECTIVE: The student will exhibit a sense of story when presenting ideas orally.

SKILL: Creates simple stories orally K-6 6***

ACTIVITIES

1. Supply students with three ideas such as:

   a. Dark night
   b. A little boy
   c. A dog

   The student will create and tell a story containing at least those three elements.

2. Use an ending sentence to motivate storytelling. Place endings in a box and direct pupils to select one and tell the story using this line at the end. Some examples are:

   a. In the end there was darkness.
   b. John brushed his teeth, kissed his frog goodnight and went to bed.

3. Display a number of pictures around the room. Ask half of the students to select a picture and a partner to work with him. The person having the picture uses it to tell a story to his partner. Set time limits. The next day the roles may be reversed. After each student has had a chance to both tell a story and listen to one, discuss what the class has found out about telling a story and listening to a story.

CONTENT: Oral Composition--Narration

OBJECTIVE: The student will exhibit a sense of story when completing stories orally.

SKILL: Tells endings for stories presented by the teacher K-1 1***

ACTIVITIES

1. Read the beginning of a story to students. As a group, have students make up and/or dramatize the ending. Students may brainstorm different possibilities and decide as a group on the ending they prefer. Record the story on the board as the students say it. After the story is recorded, guide the students in improving the structure or content.

2. Record and place in the listening center a story beginning such as, "Once upon a time, there was a tiny old woman." Students may then record their own continuation and/or completion of that story.

3. Present an open-ended situation statement such as "Suppose you were walking to school and found a ten dollar bill." Have students tell and/or dramatize what would happen.

CONTENT: Oral Composition--Narration

OBJECTIVE: The student will exhibit a sense of story when completing language patterns orally.

SKILL: Completes simple nursery rhymes, riddles, jingles K-2 2***

ACTIVITIES

1. Read incomplete nursery rhymes or jingles to students and have them supply the words missing.
2. Using familiar jump rope jingles, have children take turns jumping rope and supplying the appropriate part of the jingle.
3. Play a rhyming sentence game with students. The person who is "IT" makes a sentence. Each person must respond with a sentence that rhymes.

   I saw a cat.
   Did it chase a rat?
   No, it wore a hat.
   He was very fat!

CONTENT: Oral Composition--Exposition

OBJECTIVE: The student will give directions orally.

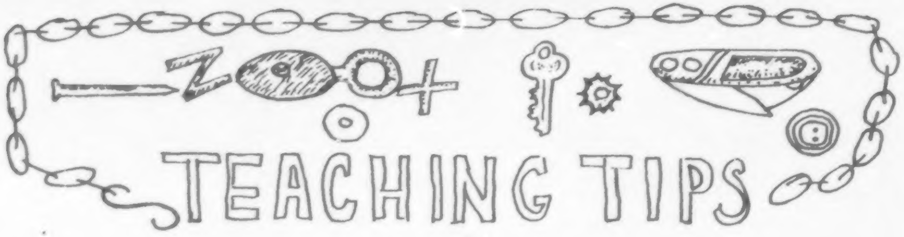
SKILLS:	Explains simple ideas in a complete sentence orally	K-5	5***
	Gives directions to locate familiar places orally	K-6	
	Explains how to perform certain tasks orally	K-6	

ACTIVITIES

1. Formulate procedures and rules for classroom behavior. Have students explain in a complete sentence each rule and why it's important. For example, "Whisper to your classmates so you will not disturb others."

2. Have the student explain orally how to perform a certain task such as planting a seed, washing a dog, grooming a cat, or making a peanut butter and jelly sandwich.

3. Have the student explain to the teacher how to get from school to his house, using street names, stores, and other identifying locations. Directions to the nearest library, police station, fire station, church or grocery could also be given.



WRITTEN EXPRESSION

Since oral language is the basis of written language, a language arts program that provides opportunity for talk is essential. When children are talking they are composing by putting ideas into words and sentences. Children rarely write what they do not speak therefore experience and opportunity to talk about the experiences must precede written expression.

Teachers must provide "impression" if we expect "expression." The raw material of real experience enables young writers to create. In order to get the most from experience, children need to receive impressions through their senses. They must see, touch, taste, hear and smell things they never have before. Cooking, sharing literature, film, fieldtrips, and experiments provide much of the input that children need prior to written expression.

Writing involves both composing and transcribing. In a sense, the child becomes both author and secretary. Composition is selecting and ordering of words and sentence, while transcribing is putting the composition into graphic symbols. It is important to keep in mind that spelling and punctuation are writing mechanics and in isolation from composition will produce little, if any, transfer.

WAYS TO DEVELOP WRITTEN EXPRESSION SKILLS

1. Begin as early as kindergarten, taking dictation. When children draw, paint, or create, write what they say on a strip of paper and attach it to their art. Both individual dictation and group dictation should be taken on a regular scheduled basis.

2. Provide both real and vicarious experiences as a springboard to speaking and writing.

Direct	Vicarious
cooking	films
fieldtrips	filmstrips
experiments	records

observations
tasting
smelling
touching
tapes
poetry
stories
literature

3. After the experience collect words about the activity. Put the following categories on the chalkboard:

   Name Words   Movement Words   Descriptive Words

   For older students, you may wish to substitute nouns, verbs, adjectives, and adverbs. Ask the students to provide words about the experience and place them in the correct categories. This will enable students to have a core of words to begin their writing.

4. Develop a need for writing. After seeing a program, taking a field trip, or having a visitor, let students write individual notes expressing their thanks. Finding a class to correspond with in another state provides opportunity for students to exchange letters.

5. Our language is filled with patterns. Introduce familiar nursery rhymes, and songs to students. Show them how to write them using their own language. Do several on the chalkboard. Assist students to write their own and collect them in a class book. Example:

   "A Hunting We Will Go"

   A hunting we will go,
   A hunting we will go,
   We'll catch a fox and put him in a box,
   And then we'll let him go.

6. Introduce poetic forms such as haiku, cinquain and synrus. Write several with the entire class before asking students to write on their own. Collect and put them into a class book.

7. Provide blank books with story beginnings for students. Titles such as "Things I Like," "Things I Do Not Like" are ideas all students can respond to.

8. Provide paper of all colors and shapes. Paper in the shape of rabbits at Easter, etc., to provide additional motivation.

9. Display students' writing in an attractive area. Provide opportunity for them to share their writing with other students and teachers. Volunteer aides may help students make their stories into books. Compiling books seems to have a widespread appeal for all age students.

10. Be a model for your students. Write notes to individual students about things they have accomplished. Many teachers carry a small notebook in their pocket to make notes on. Encourage writing!

CONTENT: Oral and Written Composition--Language Structure

OBJECTIVE: The student will identify and write declarative, imperative, interrogative, and exclamatory sentences.

SKILLS:

Identifies types of simple sentences (statements and questions)	K-3	3***
Distinguishes among sentences according to meaning (declarative, imperative, interrogative, exclamatory)	5-6	

ACTIVITIES

1. Divide the class into groups representing periods, question marks, and exclamation points. Read a story or sentences. When you come to the end of a sentence, the appropriate group should stand.

2. Prepare a teacher-made gameboard. Statements and questions are written on slips of paper to be drawn by the players. Each player takes turns drawing a slip. The sentence is to be read. The player must tell whether it is a statement or a question. The slips are self-checking. If the answer is correct, the player moves his marker. The first player to the winner's circle wins the game.

3. Display a picture. The class is to write a three-sentence story about the picture. One sentence will be a declarative one, one will be exclamatory, and one will be interrogative.

CONTENT: Oral and Written Composition--Language Structure

OBJECTIVE: The student will use sentences with compound subjects and/or compound verbs.

SKILLS:	Composes sentences with compound subjects and/or compound verbs orally	2-4	4***
	Combines sentences by using compound subjects or compound predicates	3-6	

ACTIVITIES

1. Write sentences with compound subjects or verbs that can be acted out. For example, "The boy broke his toy airplane and cried."

2. Have the class collectively write a story about a boy building a treehouse. Tell half the class to write short sentences describing some progress the boy made, and tell the other half to write sentences about some kind of setback. For example:

   The boy hammered some nails.
   The boy hit his thumb with the hammer.

   Collect the sentences and read them, alternating progress and setbacks, combining each pair with a conjunction. Then ask the class if they think the boy built the house.

3. Have students brainstorm nouns and verbs related to a unit of study. Write each word on a card and put the nouns in one container and the verbs in another. Students draw two subjects or two verbs and incorporate them into a sentence giving some information related to the unit.

CONTENT: Oral and Written Composition--Narration

OBJECTIVE: The student elaborates on stories, changing them in some way.

SKILLS: Expands known stories by adding characters, conflict, or by changing settings or endings (orally) 3-6
Rewrites stories by adding characters or changing plots, settings or endings 5-6

ACTIVITIES

1. Prepare a number of sentences depicting certain events or happenings. Discuss how the event would change if the time were changed to the past or future. Do the same thing changing the characters and setting.

   Example:
   a. The boy watched T.V. (Change the time to 1800)
      The boy watched his father plowing the field.

   b. The old man walked wearily to the store. (Change the old man to a young boy)
      The young boy ran excitedly to the store.

   c. The dog frisked through the meadows. (Change the meadows to New York City)
      The dog was led on his leash through City Park.

2. Use old ballads, tales and stories as models for creating new verses, plots, etc. Simple substitutions of characters, settings, and actions can result in an entirely new story.
   OR: Using familiar characters of a favorite book, write a new ending or an additional chapter.

3. Have a game board showing three dials; one for characters, time, and place. Students read a selection, dial different characters, time, and place, and then tell or rewrite the story changing one or more of the story elements.

DIAL A STORY

PLACE
CHARACTER
TIME

CONTENT:	Oral and Written Composition--Exposition	
OBJECTIVE:	The student will relate personal reactions to a book.	
SKILLS:	Tells about a personal reaction to a book	1-6
	Writes a personal reaction of one paragraph about a book	4-6

ACTIVITIES

1. Prepare an index file of books students have read. On the top of the card put the book title. Students rate the book putting a happy face or sad face. Beside the face, the student may write, "I like this book because..." or "I do not like this book because..."

2. After the student has read a book, ask him to pretend he is the author of the book. Have them choose a partner, and let the partner interview them. Some questions the interviewer might ask are: What is the book about? Where did you get your information for the book? How do you feel about your book? How do you think others will feel about it? Why do you think it is an important book to read? Roles may be reversed and the exercise repeated. You may then ask the student to write a paragraph relating the same information which was given during the interview.

3. Set up a "Critic Corner." Have students cut out book reviews from newspapers and magazines. Read them to see how the review was done. Review books in the classroom using the same techniques.

CONTENT: Oral and Written Composition--Exposition

OBJECTIVE: The student will compose brief remarks on a selected topic.

SKILLS:	Gives messages, makes announcements and introductions	K-6	
	Collects three to five facts on a selected topic and composes a report (orally)	3-6	6***
	Writes two to five sentences using facts about an event or area of interest	3-6	

ACTIVITIES

1. Have students read or listen to a passage giving information on any subject of interest. With the book closed, have students brainstorm all the facts that they remember. Students then write or tell the three facts they found to be most interesting.

2. Have the students make a display about something being studied, such as different kinds of insects. The student collects facts about insects, i.e., number of body parts, names of body parts and number of legs an insect has. Then have the student explain his display orally.

3. Perform a feat of magic or a dramatic scientific demonstration, such as the force of atmospheric pressure to crush a ditto can, etc. and have the pupils write an eyewitness account of the phenomenon.

CONTENT:	Oral and Written Composition--Persuasion	
OBJECTIVE:	The student will express opinions and viewpoints.	
SKILLS:	Expresses opinions and viewpoints orally	K-6
	Expresses a viewpoint using three to five supporting ideas (i.e., cites opinions or facts)	5-6

ACTIVITIES

1. Allow children to express their viewpoints orally. Take advantage of any debate, argument, or disagreement that might take place in the classroom. The following are some sample topics:

   a. You borrowed your friend's crayons and accidently broke one. You want to borrow another. Should your friend lend it to you?

   b. Should you give cuts in line? Tell why.

   c. How do you feel when the entire class must stay inside on a rainy day?

   d. Why do you think ______________________________ should be named class favorite?

   e. If you could change something at school, tell what and why.

   f. What is your favorite sport? Why? What is your favorite TV show?

   g. Express opinions of different fast food chains. (McDonald's, Dairy Queen, Kentucky Fried Chicken)

   h. Do you think Bertha Brainstorm should be elected President of the United States?

   i. Do you think school vacations should be in the winter (December-February), rather than in the summer?

   j. Should coke and candy machines be allowed at school?

   k. Should children be allowed to make all their own decisions?

As a follow-up, have an oral discussion on the above topics by writing one's opinion on the subject. have students read their paragraphs and see how well the topic sentence and supporting details have been developed.

2. Read a book to students that discusses individual differences such as, For Some It's Hard, For Some It's Easy. Talk about individual differences in our likes, opinions, etc. Follow up by having students play "Me Too." Decorate a box top with a face showing a large mouth. Cut a hole in the mouth so the students can reach in and draw out an incomplete statement or question that can evoke a variety of opinions such as "I think the best show on T.V. is ______________ because..." The next student says, "Me too" or "Not me." If he says "Not me," he must express his opinion and support the viewpoint.

3. Follow an oral discussion on the topics in exercise one with a panel discussion or debate or role play the results of a given course of action on one of the topics. For example, role play what would happen if children made all their own decisions.

As a follow-up, have the student pick a topic such as should or should not a historical structure be saved and have him present his viewpoint citing one to five reasons. Give another student the opportunity to prepare and present a rebuttal to the first opinion. He should rebut two or more of the first student's reasons. This could be used with any topic of interest to the class. In the lower grades only one reason needs to be cited; in the upper grades a minimum of five should be cited.

CONTENT: Written Composition--Language Structure

OBJECTIVE: The student will express a complete thought in writing.

SKILLS:	Expresses a complete thought in writing	1-5	5***
	Uses correct word order	1-6	6***

ACTIVITIES

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1. Make a list of complete sentences. Write each word of the sentence on a separate piece of paper. Mix all of the pieces of paper together. Make sure the words to a particular sentence are coded in some way. The child is to unscramble the pieces to make a complete sentence.

2. Present a picture of an animal. While the students brainstorm, record in the appropriate column name words (nouns), doing words (verbs), and descriptive words (adjectives) telling how the animal looks, feels, smells, etc. Students use words from each column to dictate or write a sentence about the picture. Stick puppets, body puppets, magazine pictures, and transparencies can be adopted for this activity.

3. With younger students read a classic fairy tale to students. Discuss favorite events, characters, feelings, etc. Then let students retell the story. Ask students to draw a picture of their favorite part of the story. Sit to the right of a student who has completed his illustration. Encourage him to tell you about his picture. Now, have him tell one sentence for you to write below his picture. As you print, name letters, talk about how they are formed, where they begin and end, spacing between letters and words, capitals, letters found in his name, and appropriate phonics applications. Compile stories for the reading corner.

4. With older students, read the story having students listen to determine the main character and other important characters or objects to which he or she is related. Have students write sentences giving the relationships. For example: Cinderella's stepmother was jealous of and cruel to her beautiful stepdaughter.

CONTENT: Written Composition--Language Structure

OBJECTIVE: The student will identify simple subject and simple predicate.

SKILL: Identifies the functions of words (simple subject, simple predicate) 2-6 6***

ACTIVITIES

1. Divide the class into two teams and line up spelling bee style. The teacher will call out simple subjects or simple predicates. Each person must guess if the word is the simple subject or predicate. Continue until there is a winner.

2. Play the game "Hot Potato." Any object can be used as the hot potato. One child is chosen to make up a subject for a sentence as fast as possible. The hot potato is then quickly passed to someone else who must complete the sentence with a simple predicate or "get burned."

3. Play "Nonsense Time." The class is divided into two groups. One group should write complete predicates, while the other group should write simple subjects. Students on each row will read the subjects and predicates together. The students can then illustrate one of the sentences.

CONTENT: Written Composition--Language Structure

OBJECTIVE: The student will write a simple command sentence.

SKILLS:			
	Writes a simple command sentence	3-6	6***
	Changes statements into questions and commands	3-6	

ACTIVITIES

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1. Have students pretend to be king or queen for the day. Write five commands that they would give.

2. Play "Crazy Echo." One student reads a statement. A second student repeats it as a command. A third repeats it as a question.

3. Use a shoe box. The shoe box contains cards that have three or four letters on them. Children are to draw a card and write a command sentence using only the letters printed on the cards as the first letter of their word. After the children have written a command sentence, they are to write the command as a question by adding only one or two words. Example:

CTD

Close the door.
Will you close the door?

CONTENT: Written Composition--Language Structure

OBJECTIVE: The student will identify and build sentences containing nouns, verbs, direct objects, indirect objects, and adverbs.

SKILLs:

Recognizes and composes the noun-verb sentence	4-6
Recognizes inverted order of subject and predicate in sentences	4-6
Recognizes and builds the noun-verb-direct object sentence	5-6
Recognizes and builds the noun-verb-adverb sentence	5-6
Recognizes and composes the noun-linking verb-predicate noun or predicate adjective sentence	5-6

ACTIVITIES

1. Construct a set of playing cards for the game "Fishing For A Pattern." One half of the cards will contain sentences. (i.e., Frogs leap.) The other half of the cards will have sentence patterns such as N - V . Each child draws five cards. To have a match, a sentence card must be paired with a pattern card. The first player asks his opponent for a card (i.e., "Do you have a sentence to match N - V - ADV?"). If he does, the player receives the card to make a match, and continues to ask if he can make pairs. When his opponent does not have a card, he is to draw from the fish in the pond.

2. Divide the class into two teams. Give a set of teacher-made word cards (nouns, verbs, etc.) to each team. Hold up a card with a sentence pattern noted (i.e., N - V - ADV). Each team is to compose a sentence in this pattern with the word cards. One member from the first team to complete the task must read the sentence orally. If the pattern is correct, the team receives a point. If it is not, the other team may read its sentence. The team with the most points wins.

3. Make cards for each sentence pattern studied (i.e., N - LV - PN or N - V). Have students agree on a topic in everyday life they would like to talk about. Each student draws a pattern and says something different about the topic, using his pattern.

CONTENT: Written Composition--Language Structure

OBJECTIVE: The student will expand sentences using simple modifiers.

SKILL: Expands sentences by using simple modifiers 3-6 6***

ACTIVITIES

1. Have each child construct a collage using a picture of a person or an animal and adjectives cut out from such sources as newspapers, magazines, and discarded books that can describe the subject of the picture.

2. Provide students with a basic sentence pattern such as "Jack drove." and ask students to add something to the sentence by answering questions such as: where? when? what? how? and why?

3. Divide the class into two groups. In round one, the first group gives a noun such as "car." The second group gives an adjective that describes the car, for example, "red car." Then group one gives a subject and verb link, for example, "The red car is...." The second group responds with an adjective that comes after the verb link, for example, "The red car is damaged." The group that describes each noun correctly gets a point. The group with the most points wins.

CONTENT: Written Composition--Language Structure

OBJECTIVE: The student will combine and/or expand sentences.

SKILL: Expands or shortens the subject or predicate 6

ACTIVITIES

1. Give students a series of short sentences and have them combine them in as many ways as possible. Example:

   The elephant danced. The elephant was smart. The smart elephant danced. The elephant danced because he was smart.

   As a follow-up, provide a list of transitional words such as because, since, but, and. Provide pairs of sentences that students can combine or expand using these words.

2. Give students a basic sentence, such as "Amy plays school." Have students ask questions about things the sentence does not tell and add to the sentence to make it more precise. Ask who, what, where, when, why, and how questions. Answer some of the questions in rewriting the sentence. Example:

   Who plays with Amy?
   Who are Amy's parents?
   How does Amy look?
   Why does Amy play school?

   Amy, the principal's blue-eyed studious daughter, plays school because she wants to be just like her mother.

3. Play "Mouse." The first student thinks of a sentence of more than two words and calls out the first word. The second student completes the sentence in his own mind and adds the second word. Each succeeding player must think of a sentence that begins with the words already called out and must add one word. He must avoid completing a sentence. If he completes the sentence, he is penalized with a letter of "Mouse," the first penalty being M, then O, etc. Each player has one minute to add a word which does not complete the sentence or challenge the preceding player to say the sentence he had in mind. If the preceding player cannot give a sentence, he is penalized with a letter. If he does meet the challenge, the challenger is penalized. Students avoid getting enough penalties to become the Mouse.

CONTENT: Written Composition--Language Structure

OBJECTIVE: The student will change the word order of a sentence (sentence variety).

SKILL: Changes word order of a sentence (sentence variety) 6

ACTIVITIES

1. Guide students in seeing that word order (syntax) may change without changing the meaning. Variety in sentences keeps writing from becoming boring and monotonous. Write a sentence on the board: "The principal is here." Ask, "Is there another way of saying this?" Students may say "Here is the principal." Use other examples. Have students read the sentence and say it in another way. Identify as a class the "movables":

   a. Adverbs - Finally he went. He went finally.
   b. Adjectives - The silly old woman... The old silly woman...
   c. Phrases - He walked to town... To town he walked...
   d. Clauses - Because he lost his glasses, we were late.
      We were late because he lost his glasses.

   Note how changes may alter the emphasis or effect but not the meaning.

2. Give students a model sentence which can be changed in a variety of ways to convey the same meaning. Then give students a similar sentence to write in as many ways as they can. Model Sentence: The students completed their seatwork and went out to play.

   Sample Changes:

   a. Completing their seatwork, the students went out to play.
   b. The students who completed their seatwork went out to play.
   c. When the students completed their seatwork they went out to play.
   d. Having completed their seatwork, the students went out to play.
   e. Their seatwork completed, the students went out to play.
   f. Out to play went the students when their seatwork was completed.
   g. Before going out to play, the students completed their seatwork.

3. Often poems use varied structure in order to develop a rhyme. Have students change poetry structures to sentences and note how rhymes often disappear:

Example: Snowflakes of icy lace
Come falling down
Upon my face

Sentence form: Icy lace snowflakes fell on my face.

CONTENT: Written Composition--Language Structure

OBJECTIVE: The student will recognize families of words such as names of people, things, and animals.

SKILL: Recognizes families of words such as names of people, things, and animals K-2 2***

ACTIVITIES

1. Prepare 9" x 12" cards each with a heading such as People, Wild Animals, Things We Eat, etc. Divide each card into nine squares. To accompany these cards paste pictures or write words that go with each category on nine small 2½" x 3½" cards. Students participating each take a card with a different category. The small cards are shuffled. Students draw a card, placing those that fit their category on the board and discarding the ones that don't. The first student to fill his card wins.

2. Make a word collection in a loose leaf notebook or folder. Choose categories of words. Students brainstorm as a group and record all the name words they can think of for a given category. Then have students individually look up other words to add to the list and report them to the class. For example, one section of the notebook might be devoted to names of people. Pages for that section could be: Musicians, Scientists, Football Personnel, Movie Personnel, etc. To contrast name words to doing words, a separate page could be added listing "doing" words associated with that category.

3. Write four different categories of words across the top of a sheet of paper. Down the left side list five separate letters or a five-letter word. Students try to think of name words in each category that begin with the letter on the left. The student with the most words is the winner. Rewarding the student with the most one-of-a-kind answers will encourage the students to think and explore new words.

CONTENT: Written Composition--Language Structure

OBJECTIVE: The student will distinguish between common and proper nouns.

SKILL: Distinguishes between common and proper nouns K-5 5***

ACTIVITIES

1. Have the class construct two collages, one of common nouns and one of proper nouns.

2. Using three envelopes, glue a picture of a building on one, a person on one, and an object on one. The child will sort a stack of pre-cut, assorted pictures into the appropriate envelope. These can be coded for self-checking or an answer key can be provided.

3. Construct a noun chart. Across the top have three columns--one for person, one for place, one for thing. Down the left side write the letters that make up the name of your school. Each letter is to be put on a separate line. The child is to fill in the chart with all common nouns, all proper nouns, or a combination of both. He fills in the chart by using the letter on the line as the beginning letter for all three nouns on that line. Example: If the name of your school begins with the letter B, suggested nouns could be boy (person), Boston (place), and bat (thing).

B	boy	Boston	bat
r			
a			
r			
w			
o			
o			
d			

CONTENT: Written Composition--Language Structure

OBJECTIVE: The student will use a noun of address and an appositive in a sentence.

SKILLS:		
	Uses the noun of address	5-6
	Uses the appositive in a sentence	6

ACTIVITIES

1. Display several pictures of people known to the students (TV stars, sports figures, class members, etc.). Let the students work in pairs or groups. Have them list the names of the displayed people and then write several appositives for each person.

2. Choose a book character's name to make an acrostic. One of the letters in the name must be included in each word. The acrostic should be completed with appositive for the character. Example: Charlotte from "Charlotte's Web."

benefa C tor
H eroine
A nthropods
f R iend
L ady
savi O ur
artis T
confidan T
spid E r

3. Have the students write short skits in which they use several nouns of address and appositives. Let them cast their own skits and present them to the class.

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CONTENT: Written Composition--Language Structure

OBJECTIVE: The student will recognize and use linking verbs.

SKILL: Recognizes linking verbs 5-6

ACTIVITIES

1. Make a linking chain out of paper. On each link, put a linking verb - be, been, am, is, are, was, were, etc. Prepare two containers of word cards. In one box, put subjects. In the other box put subject complements - a noun that means the same as the subject or an adjective that describes the subject. Students draw a card from each box and link the words with one of the helping verbs.

2. Play a linking verb circle game. Members of the class sit in a circle. Each member in the circle gets a slip of paper with a linking verb on it. Begin passing the papers clockwise around the circle. When you say "Stop," all stop passing the papers. Each student must then use the linking verb written on his paper in an oral sentence. Sentences cannot be repeated.

3. Find and copy a picture of a lynx. Write "Learn About Lynx with Linking Verbs" under the picture. Children are to give sentences, either oral or written, about how the lynx feels, looks, sounds, smells, or tastes. Point out that sensory verbs are linking verbs. Write about other unusual animals, using the same pattern.

CONTENT: Written Composition--Language Structure

OBJECTIVE: The student will identify the four parts of speech (nouns, verbs, adjectives, adverbs).

SKILL: Identifies the four parts of speech (nouns, verbs, adjectives, adverbs) 3-6

ACTIVITIES

1. Show a film without sound. At the completion of the film, have the students list all the nouns, verbs, adjectives, and adverbs they observed. Sentences are then constructed by taking a word from each of the four columns of words.

   (Variation: Newspaper or magazine pictures)

2. Have the child write a diamante. A diamante is seven lines long and need not have rhyme or rhythm. Its name comes from its diamond shape upon completion. For the first line the child writes a noun; for the second, two adjectives; for the third, three participles; for the fourth, four related nouns; for the fifth, three participles; and for the seventh one noun. Have the children illustrate their verses.

   Example:

   Night
   Dark quiet
   Resting relaxing Sleeping
   Moon stars sun cloud
   Working playing eating
   Bright busy
   Day

3. Make a noun mobile. Extend to proper nouns. This can also be extended to other parts of speech.

810 811

CONTENT:	Written Composition--Language Structure		
OBJECTIVE:	The student will recognize and use connecting words.		
SKILLS:	Uses connecting words (and, but, or)	1-3	3***
	Recognizes simple coordinating conjunctions	5-6	

ACTIVITIES

1. Have the students select passages of 100 words from favorite books. As the teacher reads each passage orally, the children hold up their hands whenever a connecting word is read. The children then tell what kinds of words are connected.

2. Choose books from the "Easy to Read" shelf in the library. Have children practice making the short sentences on the page into longer sentences by using connecting words.

3. Have sentences written on strips, folded, and placed in a bowl. Each child should draw a strip and find a partner with a related sentence. The partners supply the conjunction and read or write the completed longer sentence.

CONTENT: Written Composition--Language Structure

OBJECTIVE: The student will identify interjections.

SKILL: Recognizes interjections 6

ACTIVITIES

1. Introduce interjections with the couplet, "Interjections show surprise, as Oh! How pretty! Ah! How wise." Collect interjections and record them under the couplet.
2. Hand out a comic section of the newspaper to each student. The student then identifies the interjections in a variety of cartoons by underlining each interjection.
3. Write original cartoons, using at least two interjections.

CONTENT: Written Composition--Language Structure

OBJECTIVE: The student will identify prepositional phrases.

SKILL: Recognizes prepositional phrases 5-6

ACTIVITIES

1. Be sure that students understand prepositions as spatial references. Have students contrast prepositions by placing a book near the desk, away from the desk, by the desk, beside the desk, etc. Then help them to make sentences showing the different relationships of objects or people to each other. Example: boy, town.

   The boy is going to town.
   The boy is near the town.
   The boy is in the town.
   The boy is out of town.
   The boy is going from the town.
   The boy is away from town.

2. Have the children construct bulletin board displays by illustrating sentences containing prepositional phrases. Make sentences relevant to student interests:

   The rock group Kiss is on the stage.
   The football went between the goalposts.

3. Give students a travel story topic such as "A Jungle Safari," "Wagon Train West." Have students write the story being sure to include at least ten prepositional phrases. Underline the phrases.

CONTENT: Written Composition--Description

OBJECTIVE: The student will write clear, complete descriptive sentences.

SKILLS:

Writes sentences to describe people or animals	K-4	4***
Writes one or more sentences about experiences in one of the sensory areas	2-5	5***
Writes sentences using comparison or contrast	2-5	5***

ACTIVITIES

1. Select categories that provide opportunities for comparison, such as Vehicles, Toys, Food. Encourage students to note similarities and differences by asking:

   "In what ways are apples and oranges alike?"
   "In what ways are apples and oranges different?"

   Write sentences comparing them.

2. Sculpture a character out of clay and write a description of it.

3. Poetry forms that focus on descriptive categories of language can be a helpful prelude to sentence development. For example:

Cinquain

(noun) ____________
(adj.) ____ (adj.) ____
(verb) ____ (verb) ____ (verb) ____
(adj.) ____ (adj.) ____ (adj.) ____ (adj. ____
(noun) ____

Diamante

(noun) ____
(adj.) ____ (adj.) ____
(verb) ____ (verb) ____ (verb) ____
(noun) ____ (noun) ____ (noun) ____ (noun) ____
(verb) ____ (verb) ____ (verb) ____
(adj.) ____ (adj.) ____
(noun-opposite of above)

Have students take the thought of the cinquain or the diamante and write one or two sentences incorporating the content.

CONTENT:	Written Composition--Description	
OBJECTIVE:	The student will write descriptive paragraphs.	
SKILLS:	Writes paragraphs describing people or animals	4-6
	Writes a paragraph employing the senses of sight, sound, or touch	6

ACTIVITIES

1. Have children view a non-verbal film or filmstrip. Then elicit from students words describing what they have observed. (Color words, size words, shape words, etc.)

2. Discussion: Provide opportunities for discussion which promote extension of descriptive language such as:

    a. Favorite foods
    b. Sports, games, hobbies
    c. Family members
    d. Travel
    e. Holidays, vacation
    f. TV, movies

    Write paragraphs on one of the topics.

3. Hennings and Grant in Content and Craft, "Written Expression in the Elementary School" suggest the use of attribute guides to help students learn to describe.

    Place to be Described ____________________________
    Significant living things in the place:
    Objects in the place:
    Spatial arrangement of objects and living things (good words to use include by, with, above, under, opposite, away from, next to, across from):
    Relative motion of objects and living things:
    Temperature of place, wetness of air:
    Predominant colors:
    Predominant shapes:
    Predominant mood of place:

Person to be Described ____________________

Size:

  Height, breadth:

Weight:

Facial features:

  Hair, eyes, nose, ears, completion, glasses:

Clothing:

  Style, fit, color, amount:

Cleanliness:

Bodily features:

  Legs, arms, stance:

Predominant feeling one gets looking at the person:

Object to be Described ____________________________

Color:

Shape:

Size:

  Height, breadth:

Weight:

Texture:

Temperature:

State of motion:

Aroma:

Taste:

CONTENT: Written Composition--Description and Persuasion

OBJECTIVE: The student will write advertisements for real and imaginary products.

SKILLS:	Creates a newspaper or magazine ad that appeals to the senses	6
	Writes advertisements for real and imaginary products	6

ACTIVITIES

1. Have students collect ads and classify them according to the sense to which they would most appeal. Using the ideas gained, have the students write advertisements for real and/or imaginary products. These could be used in connection with yearbooks, school magazines, or newpaper production.

2. Have students invent an imaginary new product (a machine to do your homework, a robot to clean your room, or a new sandwich). Then have students write advertisements to promote the sale of the new product.

3. Publish a class newspaper related to some other period in time. (Stone age, 21st century, etc.). All articles and advertisements should be appropriate for the time period.

CONTENT: Written Composition--Description

OBJECTIVE: The student will write a descriptive paragraph.

SKILL: Writes a paragraph describing a specific emotion 4-6

ACTIVITIES

1. To show the emotion of love, have the students cut out a large red heart and fill in "Love is..." with the students writing their feeling of love. A discussion of different kinds of love--between child and parents, between two friends, between grandparents and child, between boy and girl would provide a setting for different connotations of love.

Show a filmstrip such as "The Headless Horseman" or "Call it Courage" and discuss the basis of fear. Discuss the basic instinct animals have that caused them to fear certain things, such as fire. Ask students to list positive and negative aspects of fear.

Advantages	Disadvantages

Have the students relate the time they were most afraid in their lives. Is there a need for feeling failure when you are afraid? Students could write a paragraph or story relating an incident of fear in their life.

3. For the emotion of anger, read to the class Me and My Little Brain by John D. Fitzgerald in which Frankil throws temper tantrums. As you read each chapter, let the class express their feelings related to the specific problem. Students could write a paragraph expressing their "Worst Temper Tantrum" or "My Most Angry Moment."

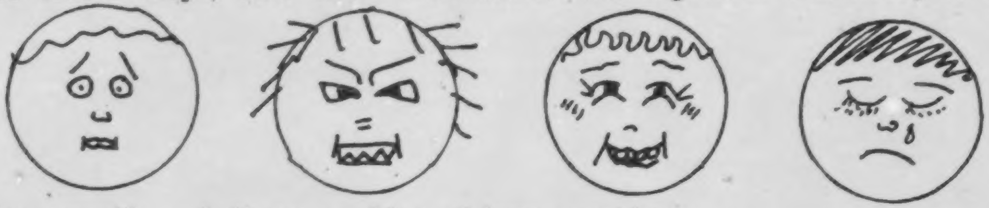
4. Ask students to write a story or paragraph in such a way that it would make a reader feel:

happy
sad
angry
disappointed
excited
frightened
confused
surprised

826

825

Provide a piece of round white paper (about 8" in diameter) for each member of the class. Ask students to copy their stories on one side of the circle. On the opposite side of the circular paper, have students draw a simple face that "illustrates" feeling about which they've written.



5. Have the class compile and discuss a list of human emotions:

jealous
fear
love
anxiety
unhappiness
happiness
hatred
joy
loneliness
anger
sympathy
disappointment
surprise

a. To get the students thinking about these different emotions, ask questions like:

1. What makes you feel anxious?
2. When was the last time you felt jealous?
3. How does loneliness feel?
4. What is love?

b. Have each student choose an emotion and write a short paragraph explaining the emotion and telling of an incident which caused them to experience that emotion.

c. Then begin asking questions which relate the feelings to color:

What color is fear?
What color is anger?
What color would you use to represent joy?

d. Let each student choose two or three pieces of colored chalk. Have several vivid colors available. Give them a large sheet of drawing paper and have them draw emotions.

CONTENT: Written Composition--Description

OBJECTIVE: The student will write a descriptive paragraph.

SKILLS:

Writes a paragraph describing a picture or a series of pictures using either facts or opinions	4-6
Writes a paragraph using subjective description	6
Writes a paragraph using objective description	6

ACTIVITIES

1. Select a picture of a popular comic strip character. (Mickey Mouse, Donald Duck, Snoopy) or a picture of an animal (a dog, cat, etc.). Ask the students orally to describe the picture, telling the color, size, and shape, then tell how the character would feel: happy, sad, loved, unwanted. List the words under headings such as Facts or Thoughts about the character.

   A word wall could be built about the characters and perhaps later a story written concerning the character.

2. Select pictures of a well-known man and a well-known woman (a movie or TV star or political figure). Ask students orally to describe the persons both objectively and subjectively. (Ex. The man has gray hair. The beautiful lady has lovely blonde hair.) Then ask each student to bring a picture of a person they like or admire. In class, have each student write a subjective paragraph about the picture and an objective paragraph about the picture. Underline the words in the subjective paragraph which make it subjective.

3. Select a picture or slide with a variety of physical features such as a mountain with trees and bare rock overlooking a lake or river. Ask a student to describe the picture. Ask other students to point out the subjective descriptions and the objective descriptions.

   Choose another but similar picture and have half the class write paragraphs describing the picture subjectively and half write a paragraph describing the picture objectively. Choose examples of each type of paragraph to share with the entire class. (Advanced students could be asked to underline the words in selected paragraphs which make the paragraphs subjective.) (Ex. The majestic, snow-capped moutain overlooks the calm, lovely lake.)

CONTENT: Written Composition--Description

OBJECTIVE: The student will employ a variety of styles and forms in writing.

SKILLS: Uses figurative language in simple description 5-6
Writes effective similies, metaphors, and uses personification 5-6

ACTIVITIES

1. Provide beginning lines to be completed by the students:

   a. "As happy as a _________."
   b. "As green as a _________."
   c. The snake slithered like __________."
   d. The man worked like ________."

2. Use students in the room to compare with objects. Point out all must be positive remarks, only good things said about each other.

   a. Ken was a lion as he roared onto the football field.
   b. Heather was a flower among the weeds.

3. Use all the inanimate (non-living) objects in the room. Write personifications with each inanimate object, such as "the chalk streaked across the board," and "the floor reached up and hit me as I fell."

CONTENT: Written Compositon--Narration

OBJECTIVE: The student will write sentences concerning given topics.

SKILL: Writes a sentence using given words about a topic 1-3 3***

ACTIVITIES

1. Provide the students with some experiences--collecting and examining a variety of leaves, observing and feeling a pet kitten, talking to the principal, etc. Draw a picture about the experiences and write a sentence about it using name words, doing words, and descriptive words.

2. Cut words from magazines associated with particular topics. Use each word in a sentence to describe the topic.

3. Choose any topic. Brainstorm as many words as the student can think of related to that topic. Then have students use as many of those words as they can in a sentence.

CONTENT: Written Composition--Narration

OBJECTIVE: The student will write a story based on given stimuli.
SKILL: Writes a story using ideas from pictures and other stimuli 1-6

ACTIVITIES

1. Choose an illustration from a book that might not be familiar to students. Ask students to write a poem or story to accompany it. Suggest that the students tell what happened before and after the picture. Having students work in pairs may stimulate ideas and reduce apprehension. The students may then listen to the original story.

2. Select a piece of music to play for the students. Ask them to write a story expressing ideas and feelings evoked by the composition.

3. Provide students with a variety of objects such as a paperclip, a button, a pair of glasses, a bat, and a rock. Let them describe them and make up a story in which each object is used.

CONTENT: Written Composition--Narration

OBJECTIVE: The student will write imaginary stories.

SKILL: Writes stories about imaginary animals, people, and objects 2-6

ACTIVITIES

1. Cut a picture of an object from a magazine and paste it on construction paper. Alter the object in some way. For example, add wings on a car. Ask students to think of words or phrases that come to mind when they think of that object. List them on the paper beside the picture. Use those words in developing an imaginary story about that object.

2. Make a series of illustrations, one per page, about a make-believe animal, person, or object. Write one to four sentences explaining each illustration and bind into book form.

3. Have students mold an unusual person, animal or object out of clay. Put it in an unusual setting and tell a story to accompany it.

CONTENT: Written Composition--Narration

OBJECTIVE: The student will summarize stories.

SKILL: Writes simple summary from oral presentation of story 2-6 6***

ACTIVITIES

1. As the students listen to or read a story, have them answer the questions who, what, when, where, and why about the story. Then compose a three sentence summary of the story including the answers to all the questions.

2. Read a story to the class. Tell the students beforehand to pay special attention to the order of occurrence. After reading the story, give the class a list of the events in the story and have them write a paragraph giving the events in correct order.

3. Prepare a class TV Guide. Have students write a paragraph summarizing a favorite television episode. Read the summaries, and have the class vote on the scripts they felt were most informative, most surprising, most humorous, etc.

CONTENT: Written Composition--Narration

OBJECTIVE: The student will use chronological order to create or retell an imaginary or actual experience.

SKILL: Writes a narrative paragraph using chronological order 6

ACTIVITIES

1. Provide a series of pictures which tell a story in sequence. A student selects a series, arranges them in proper sequence, and writes a sentence or two about each.

2. In connection with a unit of study, prepare a time line depicting historical events. The student then writes a paragraph summarizing that period in history.

3. Have students read a biography or autobiography of a famous person and summarize the main events chronologically.

CONTENT: Written Composition--Narration

OBJECTIVE: The student will develop story endings.

SKILL: Writes endings for a story presented by the teacher 2-6 6***

ACTIVITIES

1. Give student a triptych with two pictures that suggest what happened first and second. Have the students draw what happened third and write a few sentences about it.

2. Read a story up to a crucial point. Have students write what they think happened at the end. Read the endings. Vote on the class favorite. Then complete the original story, and see if anyone matched the author.

3. Play "You Be the Reporter." Read a major part of a newspaper story to the students. Let them write possible endings, or predict the future.

CONTENT: Written Composition--Narration

OBJECTIVE: The student will recognize and use story elements.

SKILL: Writes one or more sentences establishing the setting for a story 1-6 6***

ACTIVITIES

1. Read several examples of story settings to see how effective authors develop a setting. Provide a series of pictures showing possible settings for a story. Students dictate or write sentences describing the setting.

2. Create a diorama that includes the setting of a favorite book. Describe the setting in one to three sentences.

3. Present a picture of a haunted house or some other interesting picture. Ask the students to list some important details that they see. Example: broken windows, sagging fence. Use the details to help write a descriptive paragraph about the setting.

CONTENT:	Written Composition--Narration	
OBJECTIVE:	The student will write an imaginary or real story involving characters, setting and action.	
SKILLS:	Writes a story with plot and characters	3-6
	Writes simple short stories with plot, characters, and dialogue	5-6
	Writes short plays, puppet plays, vignettes, skits, film scripts or TV scripts	5-6

ACTIVITIES

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1. Put descriptions of characters, settings and plots in a box. Draw out one of each. Guide the group in formulating a group story using the given elements.
    a. Sample characters:

        An old man and his grandson
        A champion swimmer and a crippled child

    b. Sample plots:

        Good wins over evil
        Man wins against nature
        Enemies become friends

    c. Sample settings:

        Mountains
        Seashore
        New York City

2. Use the following "Recipe for a Narrative" to write a story.

    Recipe for a Narrative

    a. Take one main character.
    b. Add a few other characters.
    c. Mix them together in a setting--a railroad underpass, a faraway planet, a forest of toadstools, or in some other place.

d. Stir up a problem or challenge for the main character to face.
e. In a sequence of events, show the main character trying--but failing--to solve the problem or meet the challenge.
f. Let the events simmer, gradually bringing them to a boiling point, or climax. This is the time the main character makes his final attempt at overcoming the problem or challenge. Most often the character succeeds.
g. Cool quickly, with a fast ending.

3. Make comic books that involve a character in some plot and locale. Thumb print characters can be developed by pressing thumb or fingers on an ink pad. Details of the character can be filled in with fine-tip magic markers. Write a narrative account below the characters, but show key dialogue in bubbles by the characters.

CONTENT: Written Composition--Narration

OBJECTIVE: The student will read and write autobiographical information.

SKILL: Writes autobiographical sketches 2-6

ACTIVITIES

1. Have students write their name vertically on a page. For each letter in the name think of a word or phrase that describes them.

   G-iggles a lot.
   L-ikes bubble gum.
   E-njoys reading.
   N-eeds friends.
   D-raws a little.
   A-lways busy.

2. Give students a questionnaire asking pertinent information that would be included in an autobiographical sketch. Have students write about themselves, being sure to answer all the questions.

   Sample questions: Where were you born?
   Who are your parents?
   How many in your family?
   What do you remember about your childhood?

3. Have the students construct couplets for each year in their life. Write couplets depicting each year and illustrate.

   Example: In 1971 - I had just begun.
   In 1972 - I had mumps and measles, too.

CONTENT: Written Composition--Narration

OBJECTIVE: The student will read and write fairy tales and tall tales.

SKILL: Writes original fairy tales and tall tales 5-6

ACTIVITIES

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1. Read a number of tall tales or fairy tales to understand the style and characteristics of each. Choose a character from one of these and write another adventure for that character. Paul Bunyan and Pecos Bill are good because there are numerous tales about them.
2. Create a bulletin board--"Once Upon A Time." Put a fairy godmother in the corner with a magic wand. Make three star pockets on the bulletin board containing character, setting, and plot. Students draw one slip from each pocket and create their own fairy tale to display on the bulletin board.
3. Write tall tales or fairy tales about the principal, teachers, or classmates.

CONTENT: Written Composition--Narration

OBJECTIVE: The student will write captions.

SKILL: Writes captions for cartoons, T-shirts, or bumper stickers 6

ACTIVITIES

1. Mount some pictures and have students write captions for them.

2. Find pictures of people talking to each other or pictures of animals that show type of interaction. Students write captions that suggest what the people or animals might be saying to each other.

3. For Book Week or some special occasion have students design T-shirts. Each student brings a white T-shirt and creates a caption or design using special fabric pens.

CONTENT: Written Composition--Exposition

OBJECTIVE: The student will write expository paragraphs explaining a process.

SKILL: Writes a paragraph explaining a process 3-6

ACTIVITIES

1. Display a picture of an ice cream sundae on the board. Around it, place sentence strips containing written directions on how to fix a sundae. Ask students to place the strips in their proper sequence. Then, pass out pictures or word cards of some tasty dishes that can be simply prepared and direct students to write how they are prepared and share their paragraphs with the class. Some sample dishes are popcorn, scrambled eggs, jello, chocolate milk, banana split, cinnamon toast.

2. Ask students to bring in products which contain directions for their use, such as car wax, hair coloring, pudding mixes, make-up, cough medicine, etc. Have students read the directions and write a paragraph in their own words explaining the process.

3. Correlate the writing of process paragraphs with science units. Have each student conduct a science experiment, preferably one which requires observation over a period of time. Discuss the process and progress periodically. As a culmination of the science project, have each student construct a poster of what he did. Each poster should have a paragraph explaining the process the student went through in conducting the experiment as well as photographs or illustrations of the process.

CONTENT: Written Composition--Exposition

OBJECTIVE: The student will dictate or write simple signs, labels and captions.

SKILL: Dictates simple signs, labels and captions K-5 5***

ACTIVITIES

1. In lower grades have students name furniture, objects and places in the room. Print the names of these objects on colored strips of paper and tape them to the objects.

2. Have the students, in the course of putting up bulletin boards or displays, dictate or write captions for pictures.

3. After having students identify certain signs (stop, yield, school zone) by their shape, color or picture on them, have students create them with construction paper and/or markers.

4. Make a booklet of signs and write a simple sentence telling what each sign means.

5. Have students create a map of an imaginary place. In making the map have them identify and use selected map symbols for railroad, bridge, airport, stream, capital city and parish seat.

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CONTENT: Written Composition--Exposition

OBJECTIVE: The student will categorize items.

SKILLS:

Sorts and lists items in categories	1-3	3***
Writes lists of related items	1-6	6***

ACTIVITIES

1. Bring in favorite foods for a tasting party. Classify them into vegetables, meats, salads, snacks, desserts. Pictures could be used, also.

2. Have students go on word hunts - happy words, sad words, homonyms, three-syllable words, etc. These could be pasted on category sheets.

3. Have the students prepare a class publication on life in their community. After they have written their stories have the titles listed on the board. Then develop broad categories for the list. Have the students determine under which category each story will best fit. These categories may include local dishes, family life, early schools and the like. You may decide that you have some stories for which there is no broad category available. In this case a "catch all" category could be used such as potpourri.

CONTENT: Written Composition--Exposition

OBJECTIVE: The pupil will record simple telephone messages.

SKILL: Records simple telephone messages 2-5 5***

ACTIVITIES

1. Obtain the materials and equipment offered by South Central Bell for teaching proper use of the telephone.

2. Correlate this language arts activity with a study of communication by having the pupils make projects such as tin-can telephones. Messages may be given and received.

3. Integrate a dental health unit with language arts by having pupils role play the part of a dentist's secretary scheduling appointments, etc.

CONTENT: Written Composition--Exposition

OBJECTIVE: The student will write thank-you notes, invitations, friendly letters, post cards.

SKILL: Writes thank-you notes, invitations, friendly letters, post cards 2-6

ACTIVITIES

1. Have the students fill in pertinent information for an invitation to a Halloween party, a beach party, a masquerade party, a dog's birthday party, etc.

2. Let the students set up a make-believe post office in the classroom with letter boxes, rubber stamps, mailbags, "Wanted" posters and the like. Let the students write letters, post cards and thank-you notes to their classmates to be delivered through the class post office. Have some students act as postmaster and if mistakes are found in the letters, etc., mark them "Return to Sender" and have the author make the proper correction.

3. Have the student pretend he is visiting a place which is being studied in social studies; this could be a city, state, country or resort. Have the student cut a post card out of poster board or other heavy paper, design or draw a picture depicting the place being visited on one side. On the other side he should write a message and address the post card correctly.

CONTENT: Written Composition--Exposition

OBJECTIVE: The student will write about personal experiences.

SKILLS:	Copies a class diary	1-3	3***
	Writes daily one or more sentences in a personal diary or log	2-6	
	Writes about personal experiences	3-6	
	Writes a weekly journal, log, diary entry	6	

ACTIVITIES

1. Have the students think about and share personal experiences such as exciting events in their life, the worst weather they remember, or their best day in school.

2. The use of pictures is an effective technique in teaching personal experience writing. Display pictures of a doctor, doctor's office, dentist, dentist's office, department store, sales clerk, grocery store and grocer or clerk. Ask students questions about these places and people and how they relate to them. Examples are: What happened there? What did you buy there? Did you talk to them? Motivate students and then ask them to write about their experiences in one of these places.

3. Keep a personal diary of daily events. This could be related to a particular unit of study.

4. Have students select a favorite book character. Using facts and ideas gained from the book, have them write about a personal experience as though they were that character.

CONTENT: Written Composition--Exposition

OBJECTIVE: The student will write an account of an event from a simple outline with at least two main sections.

SKILL: Writes an account of an event from a simple outline with at least two main sections 4-6

ACTIVITIES

1. Make a simple outline, such as "My Day," including main topics such as: Before School, During School, After School. Have students fill in subheadings and then write a paragraph for each major heading.

2. Read an article relevant to a social studies or science unit. As a class, compose an outline showing the main ideas. Then as a class, write one paragraph for each Roman numeral in the outline.

3. Have the students watch a specific TV show at home. The next day have the students work together to write an outline of the events in the show. From the outline, have students write about the the show.

CONTENT: Written Composition--Exposition

OBJECTIVE: The student will write brief reports and news items.

SKILLS:	Writes brief reports based on interviews	4-6
	Composes simple news items	4-6

ACTIVITIES

1. Conduct a survey on one simple question such as, "What brand of toothpaste do you prefer?" "What kind of pet do you have?" Write a brief summary of the results as it might appear in a news article.

2. Have students interview someone in a career of interest to them. Ask such questions as: How did you prepare for your job? What do you like best about your job? What do you like least about your job? Make a career booklet giving an overview of the different occupations.

3. Have the student interview one of his parents or relatives on their life as a child. Some of the questions to be asked are: Who was your favorite teacher and why? What was your favorite subject; why? What was your favorite toy? What was the worst weather you experienced? What was the school you attended like? What was your favorite pet? Did you have any unusual pets? How many brothers and sisters did you have? What awards did you win? What was the most exciting event in your life? From this interview have the student write a report on the person's life. Choose one event in the person's life to make into a news item.

CONTENT: Written Composition--Exposition

OBJECTIVE: The student will write an expository paragraph.

SKILLS:

Writes a topic sentence and develops a short expository paragraph of 3-5 sentences	3-6
Writes a 3-5 sentence paragraph theme from a given topic	6
Develops a 3-5 sentence paragraph theme from an introductory paragraph	6

ACTIVITIES

1. Select an interesting picture and hold a class discussion about the picture. After the discussion, have the class list words related to the picture. Guide the class in selecting key words from the the list that suggest the main idea of the picture. As a group, write a topic sentence utilizing some of the words from the list. Then have students, as a group, write three to five supporting sentences. Select another picture and encourage more input from the class. The third picture is discussed, but students write their own topic sentence and supporting sentences. Circulate, helping each student succeed with his paragraph.

2. Select an action picture around which a story can be developed. Use the above process to help students develop an introductory paragraph. Next, motivate students to talk more about the picture, getting additional ideas: What do you think happened before the picture? What happened after the picture? Brainstorm possibilities and write a group story based on the favorite idea of the class. Progress to letting students select their own action picture to write their own introductory paragraph and supporting sentences.

3. Locate and discuss introductory paragraphs in encyclopedias and textbooks. From a reference source not available to students, select an introductory paragraph related to a unit of study. Have students develop a theme from that paragraph using other reference materials. Compare and contrast the students' themes with the original selection.

CONTENT: Written Composition--Exposition

OBJECTIVE: The student will take notes from a written source, lecture and visual source.

SKILL: Takes notes from a written source, lecture or visual source 6

ACTIVITIES

1. Have the students take notes from a lecture, text, etc. In the early stages have headings for notes on the board or a handout. Students use the headings as a guide and fill in the details.

2. Using an overhead projector, make note cards and project them before the class. Have the class as a whole take notes to answer one question using one common resource. Evaluate the notes and check them against a chart of suggestions on notetaking such as the following:

   a. Write a reference at the top of notes.
   b. Read carefully for facts to answer questions.
   c. Write down main ideas and use them as main topics.
   d. Add a subtopic to help you remember important facts.
   e. Group facts under topics.
   f. Record facts accurately.
   g. Review notes to see if you have enough information to make a good report.
   h. Work out a note-taking plan that suits you best.

3. Have students listen to the President's press conference on television and select five main topics on which he speaks.

CONTENT: Written Composition--Exposition

OBJECTIVE: The students will write interpretations of old sayings, proverbs and adages.

SKILL: Writes interpretations of old sayings, proverbs and adages 5-6

ACTIVITIES

1. Divide some old saying, proverb, rhyme, slogan or adage into a number of words or phrases. Write these on separate slips or cards and hide them around the classroom where they can be found. When the children enter the room send them on a "treasure hunt" for the words and phrases.

   When a student finds a word or phrase, he is to leave it just where he found it, and copy it on a sheet of paper without saying anything. The first one to find all the parts and put them together gets to hide the next group of words and phrases.

   The difficulty of the game can be varied according to the length and complexity of the passage selected.

2. Express a familiar saying or adage in simple terms (without quoting the adage or saying) and have students think of the original form.

   Example: He who doesn't do something right away will not get it done.
   Adage: He who hesitates is lost.

3. Write a list of sentences which includes old sayings, proverbs, adages, etc. Underline these words in each sentence. On the line following each sentence, have students write what the expression means.

   Example: As usual he put his big foot in his mouth. ______________________________
   Beware of Greek bearing gifts. ______________________________
   She felt as snug as a bug in a rug. ______________________________

4. Have students rewrite the saying or adage using modern slang or terminology.

CONTENT: Written Composition--Exposition

OBJECTIVE: The student will be able to fill out simple forms and applications.

SKILLS:

Fills out simple forms	2-4	4***
Completes order blanks	2-6	
Completes job applications	5-6	
Completes social security forms, checks, driver's license applications	5-6	

ACTIVITIES

1. Have the student fill out an application for a library card.

2. Have the student complete an order blank for something he intends to actually order such as Arrow Books.

3. Have a list of classroom jobs. Have students complete a simple form applying for the job.

   As a follow-up, use forms from the appropriate departments and have the students complete a social security form, check, or driver's license application.

4. Provide a Sears Roebuck or Montgomery Wards catalog. Duplicate copies of the respective order forms for each company. Provide a book of counter checks for the pupils' use, and also envelopes for the pupils to address correctly. Instruct the pupils to use the index of the catalogs to locate the desired items, and to then complete their orders, write a check for the correct amount, and address the envelope correctly.

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CONTENT: Written Composition--Persuasion

OBJECTIVE: The student will distinguish between fact and opinion.

SKILL: Distinguishes between facts and opinions in own written reports 4-6

ACTIVITIES

1. Review facts and opinions. A fact is a statement of truth which can be proven. Opinions are statements that give a feeling, belief or judgment. Follow up by using a transparency such as the following. Help students to identify facts and opinions.

   A guitar is a stringed instrument. Everyone likes to listen to guitar music.

   Elvis Presley was probably the greatest guitar player of all time. Elvis Presley was a famous rock singer and movie star.

   "Happy Days" is a popular television program. I think all teenagers enjoy "Happy Days."

2. Put the following sentences on the board and have pupils decide whether a fact or an opinion is stated in each:

   a. Oranges are a good source of vitamin C.

   b. Charlie Brown is a character in the Peanuts comic strip.

   c. All German shepherds are mean dogs.

   d. An American astronaut was the first man to walk on the moon.

   e. Everyone wants to visit Hawaii.

   f. I think rock music is better than folk music.

   g. Apple pie is probably the most popular dessert in America.

   h. The Civil War was fought between the North and the South.

i. Texas is a state west of the Mississippi River.

j. It is more fun to go to the beach than to go skating.

3. Place the following on a transparency. Have students identify fact and opinion.

Joey and Carl both went to Martha's birthday party. When they told their families about the party, they had different stories. Here is what each of them said:

Joey: Martha's party was O.K. But the cake tasted like chalk. We played a great game. For the first time, I won a prize! The presents were really dull. The only good one was a book about snakes. The most fun was when Mark threw some water balloons around.

Carl: What a great party. Martha had the best cake I've ever had. We had to play a silly game. But the presents were really great. One was a moon rocket model. Mark almost spoiled the party by hitting Sally with a water balloon.

4. As a group activity, have students make a statement giving a fact and a statement giving an opinion about each of the following topics:

a. school
b. cars
c. pizza
d. horses
e. blue jeans

5. Take a poll listing the current candidates for public office. After the poll is taken, have individuals state their reasons for voting for a certain candidate. Determine which are facts and which are opinions.

a. Write two paragraphs -- one paragraph stating only facts--age, married or single, education, occupation, civic work, religion, and prior public office, etc. The other paragraph should be opinion stating the individual's feelings toward the candidate of his choice.

b. Follow up by having students give campaign speeches for the candidate of their choice. Re-poll to see if persuasion worked.

TEACHING TIPS

STUDY SKILLS

Study skills are functional reading skills which the student uses to get information or learn in the different content areas. In this guide study skills are classified under the headings: Locating information, organizing information, presenting information, and retaining information.

Although comprehending the information is not included as a heading, it is important to remember that the comprehension of increasingly larger meaning units is essential to the learning of information. The ability to identify the main idea, supporting details, and sequence in informational material is basic to organizing, presenting, and retaining of information. (See the Comprehension section for a discussion of comprehension skills.)

Research shows that students improve in comprehension of a content area when special vocabulary and purposes for reading are emphasized. Because different content areas make different demands on the reader, skills must be applied to each subject area. A flexible reading rate based on the purposes for reading and the density of each content area is needed.

Reading literature requires interpretive reading and emotional involvement of the reader. The student needs to understand the mood and style of the author and at the same time relate the material to his own life. In social studies the student must deal with detailed information, sequence, cause and effect relationships and critical reading. He must learn to read maps, charts, diagrams, and tables. Mathematics requires mastery of a new set of symbols. The student must not only read but apply what is read in computing and solving problems. Often the terminology is more difficult than the process described. Science, like mathematics, deals with factual content packed to high density. It requires a careful, orderly, systematic approach, including the abilities to classify and analyze information. Problem solving and inductive thinking are stressed.

To aid students in reading to learn:

1. Get to know each student's needs, interests, and reading level.

2. Determine the reading level of the text through the use of a readability formula.

3. Help the students understand the organization of the textbook. Go over its parts and any special helps with the student (marginal notes, italicized vocabulary, etc.).

4. To meet individual needs, provide a variety of materials above and below grade level.

5. Know the demands of your content area and assist students in varying rate and purposes for reading.

6. Teach the vocabulary of the content area including:

    a. Technical vocabulary--electron, citizen

    b. Functional vocabulary--connectives which have little or no meaning alone but carry major meaning in context.

        (1) Cause/effect--because, since, so that, as a result
        (2) Condition--if, unless, while
        (3) Time relationships--as, before, when, after, during, while
        (4) Contrast or contradiction--but, yet, in spite of, whereas, while
        (5) Additional or supporting information-- moreover, also, similarly
        (6) Conclusions--therefore, hence, in conclusion
        (7) Lists--following are, to begin with

    c. Figurative language--melting pot, harness the river

    d. Words with multiple meanings--cardinal, set, fire, plot

7. List essential vocabulary, concepts, and skills to be mastered and provide a variety of experiences for teaching them.

8. Integrate subject areas where possible for reinforcement and extension of skills.

9. The directed reading lesson format is helpful in reading informational material. The steps in the direct reading lesson include:

    a. Developing readiness for the selection--building background, motivation, developing purposes

    b. Guided silent reading

   c. Comprehension check and skill development

   d. Re-reading all or part of a selection for a different purpose

   e. Follow-up activities such as supplementary reading, creative writing, etc.

10. In teaching note-taking, outlining, report writing, etc., demonstrate the process for the student and go through the process as a group before having students work independently. Remember that assigning is not equivalent with teaching.

11. Extend thinking by asking questions and giving assignments which require higher level thinking skills.

CONTENT: Study Skills--General

OBJECTIVE: The student will be able to communicate ideas.

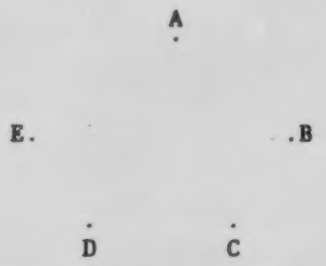
SKILLS: Listens attentively K-6

ACTIVITIES

1. Use a puppet to give direction to the class, such as: "Stand up, touch your toes, turn around, sit down." Anyone not following is out of the game. The last one in is the winner.

2. Divide class into groups. Give each group a set of color cards. Give directions to one group, such as: "Red cards stand up and turn around. Green cards, cross your legs and clap your hands." Anyone who doesn't follow correctly is out of the game. The team with the most members left is the winner.

3. Tape record a set of directions and have a duplicating master to mark, so that if the directions are followed correctly, a picture is made such as: Draw a line down from A to C. Draw a line up from D to A.



CONTENT: Study Skills--General

OBJECTIVE: The student will be able to communicate ideas.

SKILLS: Communicates ideas speaking rhythmically. K-6

ACTIVITIES

1. Divide the class into teams. Select a category such as wild animals. Each team takes turns naming an item from that category and telling three things to describe it. The team with the most items wins.

2. Begin by giving many riddles for children to answer. Then let children write or make up their own riddles for others to answer. These could be made into a class booklet.

3. Have children make their own telephones from tin cans and string and hold conversations. A variation is to let someone be the operator and place calls, or be a radio or T.V. announcer, a space station commander, etc.

CONTENT: Study Skills--General

OBJECTIVE: The student will be able to read for pleasure and information (fiction and non-fiction).

SKILLS:	Reads for pleasure and information (fiction and non-fiction)	1-6	
	Selects a book	K-6	
	Signs for a book	1	1***

ACTIVITIES

To make reading an enjoyable experience for all students:

1. Provide a wide variety of reading materials.

2. Visit the library frequently (schools and public).

3. Let students see adults in their environment reading for pleasure and information.

4. Read to them and let them read to you.

5. Make sure children have time to read.

6. Make Sustained Silent Reading a part of your regular schedule.

   "SSR," in order to succeed, must be followed rigidly in the following respects:
   a. All pupils must read silently or be given assigned reading.
   b. All teachers and administrators must read also.
   c. No interruptions are allowed.
   d. Each student is free to bring in his own reading materials.
   e. A timer should be used to dissuade clock watchers. It also allows the teachers to become engrossed.
   f. No reports, either written or oral, are required.
   g. It is essential that students be allowed to read materials of their own choosing.

7. Begin some type of reading club or award program based on number of books read.

CONTENT: Study Skills--General, Following Directions

OBJECTIVE: The student will learn to follow oral directions.

SKILLS:	Carries out simple oral directions	K	
	Follows two-step oral directions	1	1***
	Follows three-step oral directions	2	2***

ACTIVITIES

1. Write two-step directions on 3" x 12" oaktag strips. Have a student select a strip. Read the directions to the student. If he can follow the directions exactly, the student calls on another student to tell what he has done. If the student can tell, he gets to choose the next strip. If a student fails to follow the direction, he must sit down and you choose another student.

2. Have the class listen when you say the word "listen." Give them three-step directions and say, "think." Students should use this time to think through the directions. Call on a student and say, "act." The student must follow the directions exactly. (Example: Go to the front of the room, write the numerals 1 to 5, and sing the first line of "America," or play "Simon Says" with increasingly complex directions.)

3. Pass out a seat-work sheet with a house, a tree, and a car. Tape your oral directions: Color the car red, draw a circle around the tree and put a flower by the house, etc. The tape is shut off, the students complete the task and then perform another set of directions.

CONTENT: Study Skills--General, Following Directions

OBJECTIVE: The student will follow oral and written directions.

SKILLS:

Follows simple to increasingly complex oral and written directions	3-6	3***
Follows multiple step directions	4	4***
Reads and follows written directions independently	4	
Follows directions independently when completing assignments and study plan	5	
Follows directions when organizing materials	5-6	
Follows exact directions for a scientific experiment	6	

ACTIVITIES

1. Prepare a duplicated sheet for each child with ten rows of words and five words in each row. The words should be things to eat, things to wear, or things to ride. Give directions only once. The children mark their answers as soon as directions are completed. For example: "Mark every word in row 1 that names something to eat." Remember that many times students lack the concepts needed to follow directions. Be sure the student understands spatial references used in statements such as, "Put an X on the picture. Draw a line under the object. Circle the object. Put a box around the object."

2. Give students a set of written directions such as:

   Start with the word shoe. Change one letter to make it a word that names a place you go to see a movie. (show) Change one letter to make it a word which means the opposite of fast. (slow) Change one letter to make it a word that tells what you do with a horn. (blow)

3. Prepare a stack of cards with simple directions printed on them. The student selects a card from the stack, reads the directions, and pantomimes the action. If the student cannot read the directions, the turn moves to the next person.

CONTENT: Study Skills--General

OBJECTIVE: The student will be able to work independently.

SKILLS:	Participates in group activities	K-6
	Works independently	K-6

ACTIVITIES

1. To encourage acceptance of responsibility for upkeep of the classroom, assign jobs to students. Rotate weekly or monthly. Responsibilities include: board cleaners, paper passers and collectors, center captains, messenger, discussion leaders, and "Helper" charts can be used.

2. Form ad hoc groups based on interest and needs to do science or social studies projects. Coordinate art, music and drama in these projects.

3. Confer with students in the preparation of work contracts that the students will complete in a given time period. Have students sign the contract and have their parent sign it.

CONTENT: Study Skills--Locating Information, Alphabetizing

OBJECTIVE: The student will alphabetize letters of the alphabet.

SKILL: Alphabetizes letters in the alphabet 1-2 2***

ACTIVITIES

1. On strips of paper write letters of the alphabet in sequential order. Cut the letters apart, using zigzag lines. The pieces are to be put together like a puzzle.
2. Give the child cards showing groups of four letters with a letter missing in each group. The child will supply the missing letter.
3. Play a game. The child selected is given one minute to list orally a group of objects or names of people in alphabetical order.

903 904

CONTENT: Study Skills--Locating Information, Alphabetizing

OBJECTIVE: The student will alphabetize a list of words.

SKILLS:	Alphabetizes with first letter	1-3	2***
	Alphabetizes with second letter	2-4	3***
	Alphabetizes with third letter	2-4	4***
	Alphabetizes with fourth letter	4-5	5***
	Alphabetizes randomly selected words	3-4	4***

ACTIVITIES

1. Prepare an alphabetical dot-to-dot sheet. Use a commercial dot-to-dot picture for primary children. Block out the numbers but replace them with words to be connected alphabetically. Words could consist of alphabetizing with first letter or more. When finished, children are to write words in a list.

2. Prepare several packets of small word cards, five words to a packet. Give each student a packet of cards. At your signal, each student arranges his cards in alphabetical order. The first one to finish receives five points, second student receives four points, etc. The cards are shuffled and each child passes his packet to the player on his right. At the end of the game, the player with the most points is the winner. (Words used may be from the spelling list, science unit, social studies unit, etc.)

   a. Prepare sets of cards with words beginning with the same letter. The class is divided into teams. The first player of each team goes to the front of the room. Give each player a packet of cards face down. At a signal, the players look at their cards and arrange them in alphabetical order. The first player to arrange his cards correctly scores one point for his team.

   b. These activities may be adapted for alphabetizing with third and fourth letter by changing the word cards. (Students can line up by alphabetizing various words.)

3. Cut new and interesting words from newspapers and magazines and paste in alphabetical order on a large sheet of paper. This can be adapted to all levels of alphabetizing (first letter, second letter, etc.) within one classroom. The words may be used in vocabulary development or spelling activities. Student could select and alphabetize words from textbook units.

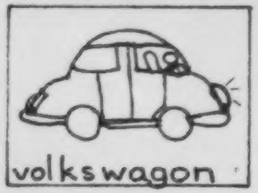
CONTENT: Study Skills--Locating Information, Alphabetizing

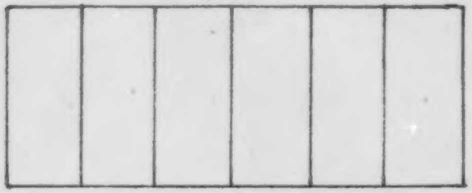
OBJECTIVE: The student will be able to use alphabetical order to locate information.

SKILLS:
Uses alphabetical order to locate information 4-6
Locates information in telephone directory 3-4 4***

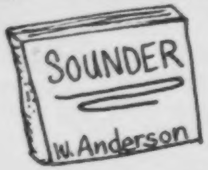
ACTIVITIES

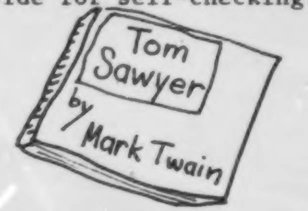
1. Play "Parking Lot." Find pictures of different makes of cars (motorcycles, planes, etc.) and paste on cards. Print the name of each car under it. Make a game board with parking spaces. Cards are to be placed in parking spaces in alphabetical order. Number cars in right order on reverse side for self-checking.



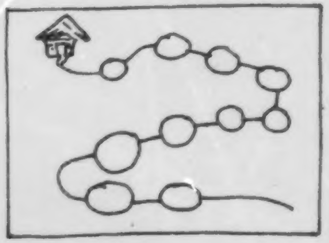


2. Play "Put It On The Shelf." Copy titles and authors on cards made to look like books. Children are to put the "books" in alphabetical order as they would be on the library shelf (author's last name). Number books in right order on reverse side for self-checking.





3. Play "Summer Vacation." Make a ditto sheet as shown. At the top, list 10 states or cities in scrambled order which could be visited. Children are to write these in the circles in alphabetical order to get to their destination.



CONTENT: Study Skills--Locating Information, Parts of Books

OBJECTIVE: The student will locate and use the parts of a book: title page, table of contents, page numbers, and footnotes.

SKILL: Locates and uses the parts of a book: title page, table of contents, and page numbers 1-3 2***

ACTIVITIES

---

1. Have each child use the same book. Point out to the children the various parts of a book. Use a second book and let the children compare the parts of both books and how they are similar.

2. Have each student open a textbook (language, science, social studies) to the table of contents. Divide the class into equal teams giving each team member a number. Ask questions which can be answered by using the table of contents pages and turning to the page to read the answer. All students look for the answers. After most have finished, call a number. The person on each team with that number goes to the board and writes the answer. The first to finish correctly scores a point for his team.

3. Have children prepare booklets of reports in a content area. In making the booklets the children are to incorporate the book parts that have been covered.

CONTENT: Study Skills--Locating Information, Library

OBJECTIVE: The student will be able to identify and use materials in a library.

SKILLS:	Selects books on a specific topic	2-3	3***
	Identifies and uses reference materials in library	3-5	5***
	Uses library resources for reports	6	6***
	Reads from a variety of sources		

ACTIVITIES

1. Divide class into groups of four or five (or make individual assignments). Assign different topics to each group and have them locate books containing information about their topic.

2. At a library period have each member of a study group use a different reference material to record information about an assigned topic. Compare information from each source. Have each group compile information into a report.

3. Encourage students to use a variety of sources to prepare a report on an assigned topic. A simple bibliography of sources should be prepared to accompany the report.

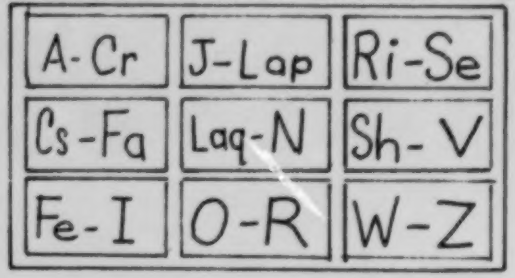
CONTENT: Study Skills--Locating Information, Card Catalog

OBJECTIVE: The student will be able to use the card catalog to locate book titles, authors, numbers of pages, and call numbers.

SKILL: Uses card catalog to locate book titles, authors, number of pages, and call numbers 3-5 5***

ACTIVITIES

1. Make a ditto sheet to look like a card file cabinet. Have a list of authors. (Titles or subjects could also be used.) Children are to write the author's name on the drawer in which it would be found.



2. Make a duplicating master to look like a card from the card catalog. Indicate where the title, author, number of pages and call number should be. Have each child select a library book and fill out the needed information from it onto the card catalog.

3. Make a duplicating master listing title, author, number of pages and call number. Using a card from the card catalog, have the pupil list each item in the proper place.

4. Make a set of cards duplicating those in the card catalog. Ask the librarian for discarded cards from the card catalog. Have one for each member of the class. Divide the class into two teams. Have a member of Team A ask a member of Team B for either the title, author, number of pages of call number on his card. If the answer is correct, Team B gets the point. If not, no point. Play continues until all have had a turn. The team with the most points wins. (Adapt to the age group.)

CONTENT: Study Skills--Locating Information, Encyclopedia

OBJECTIVE: The student will understand the organization of encyclopedias and locate information.

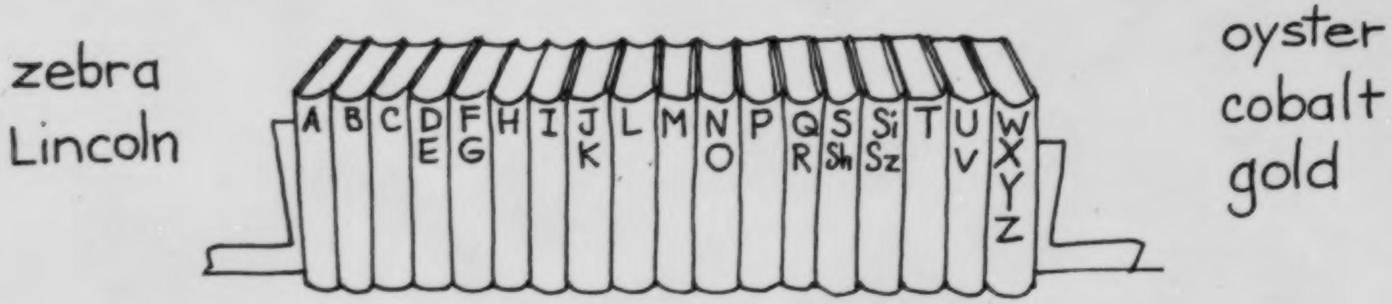
SKILLS:			
	Locates information in a picture encyclopedia	2-3	3***
	Understands organization of encyclopedia and locates information	4-6	5***

ACTIVITIES

---

1. List a number of items on the board (or card if using a center). Each child locates the item in the encyclopedia and lists the volume, and page number.

2. Make a duplicating master as indicated below. List items to be located. Using the volumes shown, the student writes beside each item the volume in which it will be found.



3. Play "Search." Divide the class into two teams. Place the set of encyclopedias on a table at the front of the room. Give the first member of each team a slip of paper. On it name the items students are to locate in the encyclopedias. (Have enough slips for each member. Be sure they don't need the same volume.) Both search for their item. The one who locates his first gets the point. The team with the most wins.

CONTENT: Study Skills--Locating Information, Index

OBJECTIVE: The student will skim a simple index to locate key words and information on a particular topic.

SKILLS:	Skims indexes	4-5	5***
	Uses index volume of encyclopedia	4-5	5***

ACTIVITIES

1. Present a simple index such as the following:

   - Animals, 54-65
     - control of, 56
     - destruction of plants by, 55
     - as food, 62
     - shelter for, 54
     - (see mammals, fish, reptiles)

   Through questions and discussion, discuss the fact that the subjects appear in alphabetical order under the main topic and that cross references refer the reader to related topics. As students use indexes, guide them in deciding upon key words that could be possible index entries. Ask them to substitute other terms for anticipated entries which do not appear.

2. Play "Index Drill." Divide the class into two teams. Each member must have a textbook with an index. Students close their books. Say to the students, "Attention." Students sit tall with texts closed. Next, give a piece of information to locate, such as, "Locate the possibility of life on Mars." Then say, "Charge!" Students search through the index. The first one to find the page numbers for the information stands. If the student is correct, he gets one point for his team.

3. Provide identical books for all the students. A content area book is excellent for this activity. Prepare a list of questions and duplicate them. Discuss the function of the index, its alphabetical arrangement and its headings and subheadings. Distribute the list of questions. Have the students use the index to find the answers to the questions, write the answers, page on which the answer was found and any headings in the index that helped guide them to the correct page. The difficulty of the questions should be dictated by the level of the students.

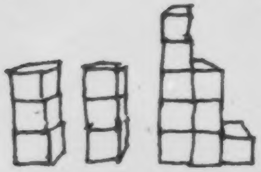
CONTENT: Study Skills--Locating Information, Graphic Materials

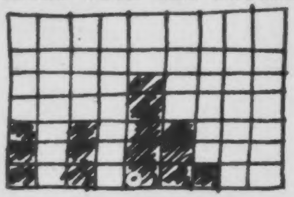
OBJECTIVE: The student will be able to interpret and use graphic materials.

SKILLS:			
	Interprets and uses graphic materials	1-6	
	Interprets and uses picture graphs	3-4	4***
	Interprets and uses line and bar graphs	4-6	4***
	Compares information derived from graphs (line and bar)	4-6	5***

ACTIVITIES

1. Give several groups of children different colored blocks. Have them stack them either horizontally or vertically. Then have the class color in on graph paper the way the blocks from each group are stacked. Let the children build stacks with the blocks as shown on the graph.





2. Have the students graph a subject of your choice. Suggestions for subjects:

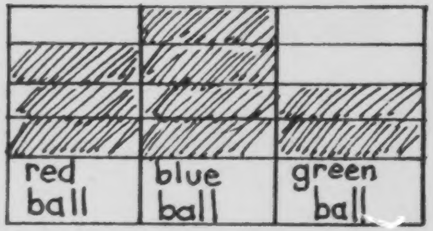
   favorite toys
   favorite food
   birthdays
   favorite TV shows
   hair color
   eye color

Example:

Birthdays

			Sue			
			Bill		Fay	
Jim	Mary		Ed		Joe	
Jan	Feb	Mar	Apr	May	Jun	etc. . . .

3. Have three different colored balls. Hold each ball up one at a time, drop it and count how many times it bounces. Graph the bounces for each. This could also be done with various sized balls. Example:



CONTENT: Study Skills--Locating Information, Calendar

OBJECTIVE: The student will interpret and use a calendar.

SKILL: Interprets and uses a calendar 1-3 3***

ACTIVITIES

1. Read a book or an encyclopedia to the class showing the history of the calendar. Collect calendars of various types. Have each student keep an individual monthly calendar. Fill in holidays, etc., from a master calendar. Add special class and school events, birthdays, family outings.

2. Display the poem, "Thirty Days Hath September." Give the child a set of 12 cards with a month written on each card. Divide a chart in three parts, one for 28/29 days, one for 30 days, and one for 31 days. As the child reads the poem, he is to divide the cards into one of the three chart spaces.

3. Supply a large calendar for the current year, preferably one containing extra information--holidays, moon information, etc. Provide a list of questions requiring careful reading and use of the dates and information on the calendar. Individuals may choose 15 questions to answer. A prepared answer sheet will allow them to correct their own papers.

   Sample questions:
   1. If today is June 17 and I am sailing to India on August 3, how many days must I wait?
   2. Is this a leap year?
   3. What two months begin on Wednesday?
   4. Seven weeks from today, the date will be _________.
   5. My dog gets wild under a full moon. What days in August should I keep him in?
   6. Twelve weeks, six days before Halloween is ______________.

   Ask each student to add a question to the list.

CONTENT: Study Skills--Locating Information, Maps

OBJECTIVE: The student will correctly answer questions regarding locations, distances and points on the map.

SKILLS:	Interprets and uses picture maps, locating and marking specific points, answering questions	1-3	3***
	Uses maps in locating points and answering questions	3-4	4

ACTIVITIES

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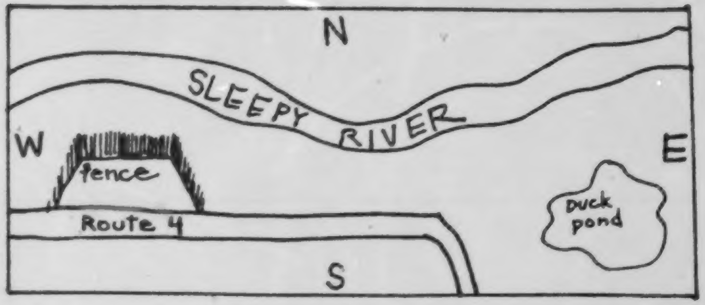
1. Provide a simple map such as the one below and allow children to read the directions and draw each item on the map as requested. Suggested possibilities are maps of playground, neighborhood, school, park, zoo, farm, etc.



1. A barn is south of the pond.
2. A boat is going east on Sleepy River.
3. A cow is west of the barn.
4. The farmer's house is north of Sleepy River.
5. A truck is going west on Route 4
6. A car is east of the fence.

2. Compile a list of questions for students to answer using a variety of maps (school, local, state, national, etc.). Examples: What direction is the cafeteria from the office? Is one subdivision north or south of another? Is Lafayette east or west of Lake Charles? Is Alabama a southern or northern state? List the southwestern states. Name the parishes and the direction of those which surround East Baton Rouge Parish. In what direction does the Atchafalaya River or the Nile River flow?

3. Have students make maps of imaginary places - Pirate's Cove, Fantasy Island, Witch Mountain, etc. Formulate questions for classmates to answer.

CONTENT: Study Skills--Locating Information, Maps

OBJECTIVE: The student will use the scale on a map to determine distances.

SKILLS:	Reads and interprets maps using scale	5-6
	Reads and interprets maps using a grid	6

ACTIVITIES

---

1. Prepare a box of "trip cards." Each card will list departure and destination points. Include some blank cards for students to record their responses. Duplicate a map of Louisiana. Indicate the mileage scale on the map. Have the students select a departure/destination card, draw the route on the map and record the plan on an index card. Have them give the mode of travel, distance and names of cities en route.

2. Write the names of northern cities on one spinner and southern cities on the other (or use eastern and western cities). Children spin both wheels and measure the distance between the cities shown using a national or state map hung at the center. Then they record the names of the cities and distance of miles.

   This activity could also be used as a game. Each child or team would have its own map and race to find the distance the fastest.

3. Plan a trip outside of the United States. The child must decide on a destination, the number of miles for a round trip, the mode of travel, the type of clothes to carry, and the places of interest he will visit.

CONTENT: Study Skills--Locating Information, Globe

OBJECTIVE: The student will be able to find information on a globe.

SKILL: Interprets and uses a globe 4-6 5***

ACTIVITIES

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1. Have the students feel the shape of a globe. Explain that the globe represents the shape of the large earth just as a doll house represents a real house. Point out the land and water areas. Attach a string from each continent to its location on a map. Explain what continents are. Have the students tell the color of the land and water areas on the globe. Guide them to see that most of the earth's surface is water. Explain that a globe can be seen from any side.

   Have the students orally complete sentences such as the following:

   a. The globe is like a ball; it is ________.
   b. The globe represents the large _______ just as a doll house represents a real house.
   c. Other objects that are round are _______, _______, and ________.
   d. Most of the earth's surface is covered with ________. We know this because there is so much _________ on the globe.
   e. The land areas are called ________.
   f. The globe can be seen from any ________.

2. Give directions for identifying continents and water areas. Give each student a strip of paper with a piece of tape attached to one side. Spin the globe and have a student attach his strip of paper to it. When the globe stops spinning, the student will identify the taped area as a continent, ocean, sea, etc.

3. Provide a corner where one or two students may work with a globe. Supply string, rulers, pencils, two globes, and a list of questions that can be answered by reading information from the globe. Ask each student to select a number of questions (the number may be ascribed according to his ability) and to add at least one question to the sheet. Two or three different lists of questions at different levels will allow for a wider range of individual ability. Provide an answer sheet to allow self-checking.

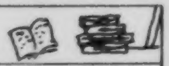
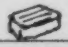
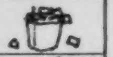
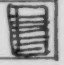
CONTENT: Study Skills--Locating Information, Charts

OBJECTIVE: The student will identify and use charts for finding specific information.

SKILLS: Interprets and uses simple charts 1-6 4***
Interprets and uses diagrams and tables 2-6 5***

ACTIVITIES

1. Prepare a pocket chart of weekly duties showing a symbol and a word as well as students' names corresponding to each task. A snapshot of the helper may accompany the student's name. Have the students identify the duty and the child performing the task each week.

Helper	Duty
Bonnie	Books 
Betty	Messenger
Linda	Chalkboard
Ray	Erasers 
Bill	Wastebasket 
Glenda	Assignment Board 

2. Have the class complete a chart depicting information related to the organization of products sold in a large department store. (Example: clothing--2nd floor, furniture--4th floor, etc.) Display the chart before the entire group or within a learning center. Provide questions about the chart and have children answer these by using the charts. Check the answers to these questions to see if the student has mastered this skill:

Sample questions: 1. Where would you shop for men's shoes?
2. Where would you shop for stationery supplies?

3. Develop a table or diagram on a subject that is of interest to the class. Divide the group into teams. Ask pertinent questions about the information represented on the table or diagram. Ask a question to Team #1. If the question is answered correctly, score one point for that team. If the question is answered incorrectly by Team #1, give Team #2 the opportunity to answer the question. If Team #2 answers correctly, they score two points.

Sample topics: 1. Number of students in each grade level.
2. Class averages on spelling tests.

CONTENT: Study Skills--Locating Information, Schedules

OBJECTIVE: The student will identify and use schedules.

SKILL: Interprets and uses schedules 2-6 5***

ACTIVITIES

1. Devise a simplified TV schedule. Let students plan their viewing time based upon this schedule.
2. Display a time schedule for a bus, train, or airplane. Students are to study the schedule and locate arrival and departure times from a specific destination.
3. Have students plan a travel itinerary based on the information received on this time schedule.

CONTENT: Study Skills--Locating Information, Newspaper

OBJECTIVE: The student recognizes and uses the organization of a newspaper.

SKILL: Understands the organization of a newspaper 5-6

ACTIVITIES

1. Invite a resource person (reporter) to explain the steps in publishing a newspaper.

2. Encourage newspaper reading by bringing in a variety of newspapers for the students to examine. Locate the newspaper index and assign topics to different students. Ask them to be class reporters for various areas: sports, job openings, grocery ads, the weather, health, city news, national news, world news, the comics, the stock market, etc.

3. Have the students design and write a school newspaper. Have an editor for each section of the paper as well as a group of reporters. Solicit help from parents to do the typing and proofreading.

CONTENT: Study Skills--Locating Information, Newspaper

OBJECTIVE: The student recognizes the different sections and purposes of a newspaper.

SKILL: Reads newspaper critically 5-6

ACTIVITIES

1. Each student is provided with a copy of the newspaper along with a list of questions concerning articles in the various sections of the paper. Through careful reading the student will determine the purpose of the particular article or section of the newspaper. Questions include:

    a. What happened in each article?
    b. Where did it happen?
    c. Why did it happen?
    d. When did it happen?
    e. Who did it?
    f. What was the author's purpose in writing the article?
    g. How well did he cover his purpose?

2. Divide the class into small groups. Assign each group a different section of the newspaper. Each group member then selects an article from that section and answers questions. (Include local, state, national and world news, sports, entertainment, business, cartoons, etc.) Have a sharing period. Or, you may wish to choose only one article (local, state or national) and make a chart answering these questions.

3. Select three articles (one local news, one state news, one national news). Cut these out and paste them on a separate sheet. Then answer the questions about each article.

4. Find articles about events in places outside the United States. Locate these places on a map. Answer questions from above. Follow-up may be done by researching facts about the countries that are related to the event in the news.

CONTENT: Study Skills--Locating Information, Periodicals

OBJECTIVE: The student will use the periodical collection in the school library with the idea of the periodical as a source of authoritative material in a variety of areas.

SKILL: Uses various periodicals 5-6

ACTIVITIES

1. Introduce students to the periodical collection in the school library. Discuss with the students the advantages of the periodical as an educational medium (up-to-date information, etc.) Distribute enough magazines for each student to leaf through the magazines, trade them back and forth, etc. Divide the class into groups of three to five and have each select a present day public figure of interest whose life they would like to research in periodicals. Allow time for research in small groups.

2. Assign each student a report topic of interest in a content area. Each child will research and write a report and document his sources of information with at least three periodicals.

3. Have students use the Readers Guide to Periodical Literature, an index to magazine articles, in preparing an oral report. To accompany these reports, each student must have a visual aid.

CONTENT: Study Skills--Locating Information, Audio-Visual Media

OBJECTIVE: The student will use guides and indexes to audio-visual media available within their school or through other agencies.

SKILL: Uses various audio-visual media 5-6

ACTIVITIES

1. Introduce students to available guides and indexes to audio-visual materials and demonstrate their use. Explain how and where these materials are housed, organized, catalogued and circulated in the school library. Practice using these guides or indexes in locating records, pictures, films and filmstrips for classroom activities.

2. Divide the class into groups and assign a specific type of media. Each group shares what specific resources are available for that media.

3. Assign groups of students units of work that will actually be taught in the classroom. These groups are to investigate all the possible audio-visual media available in the school and make a list.

942

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CONTENT: Study Skills--Locating Information, Skimming

OBJECTIVE: The student will skim to locate information.

SKILLS:

Locates information by skimming	2-6	
Skims to find answers to questions	2-6	
Skims to confirm ideas	3-6	
Skims for special terms, specific words, headings, subheading	4-6	
Skims sentences, paragraphs	2-6	
Skims to get an overview	5-6	
Skims telephone directory	3-4	4***

ACTIVITIES

1. Prepare a short factual selection from a current textbook. Number the lines to the left of the selections and list a few chosen words below it. Instruct the pupils to glance across the lines to locate the words and mark down the line on which they found each one. A time limit may be set, or students may compete to see who can be the first one to find all the words.

2. Give students a list of questions based on materials to be read. Have them underline key words in the questions and then skim for these words. Instruct them to read carefully that part of the material which contains these words for details and/or ideas that will enable them to answer the question.

3. Write on the chalkboard a topic students are pursuing. Ask them to raise their hands when they have located material in their reference related to the topic. Ask those who quickly locate sections to explain how they found them. Discuss use of author's organizational devices, such as chapter headings and print signals as clues in locating pertinent information.

943 944

CONTENT. Study Skills--Locating Information, Skimming

OBJECTIVE: The student will skim a story for specific information using key words.

SKILLS:	Skims a story	2-6	6***
	Skims using key words	4-6	6***

ACTIVITIES

1. Distribute the local weekly T.V. schedules by using old T.V. Guides or Saturday's "Fun Section" from the newspaper. From a prepared list of questions, read one question at a time, such as "What program is on ABC Wednesday at 8:00 p.m.?" Have the students find the schedule and write on a piece of paper the answer from their own schedule. Do four or five and observe students to see if they are skimming.

2. Distribute individual copies of a short story or article (two or three paragraphs). Give each student a copy of the article with the paragraphs face down. At the given signal, the papers are turned over and the teacher asks the first question. Students skim, noting key words to find the answer. They raise their hands when they find it.

3. Explain to the pupils that reporters use the five W's (who, what, when, where, why) as a guide to reporting and writing. Each pupil then skims an article and underlines the five W's. When all have completed the task, each names the category, adventure or humor, and shares the five W's of the article. Others may ask questions that the reader answers after skimming five articles.

CONTENT: Study Skills--Organizing Information, Sequencing

OBJECTIVE: The student will sequence events chronologically.

SKILLS:		
Organizes a series of pictures in a sequence	K-6	6***
Organizes a series of three to five sentences into a logical sequence	1-3	3***
Writes sentences in chronological order using a series of three to five facts	2-6	6***

ACTIVITIES

1. Show pictures as you tell a story such as The Three Little Pigs. Have the children retell the story using the pictures. Later, mix up the pictures and ask the children to place them in the proper sequence. They may use basal stories or important events in their lives.

2. Read a story such as The Elephant Child. Have three to five sentence strips depicting different happenings of the story. Ask the children to read them and place them in the proper sequence.

3. Make time lines for content areas. For example:

   Period of Colonization -- Use pictures of explorers putting them in their proper place with the dates of the events.

   American Revolution -- Use pictures of events. Have students do research finding the date. Place the event and date at the proper place on the time line.

4. Have students draw a mural using events in a story. Put the events in a box. Students pick one and draw it in the proper place on the mural.

CONTENT: Study Skills--Organizing Information, Sequencing

OBJECTIVE: The student will arrive at a logical order for a sequence of ideas and events.

SKILL: Sequences ideas and events 6

ACTIVITIES

1. As initial activity write a list of activities related to personal life, such as getting ready for school, eating a meal, etc. Have the students dramatize an event, then arrange a list in appropriate order.

2. Give the students a list of events such as the following:

   Principal events of man's moon flight.

   a. Lift-off of rocket--Wednesday, July 16, 1969, at 11:16 a.m.
   b. Saturday, July 19, 4:45 p.m.--Lunar orbit circularized.
   c. Sunday, July 20, 2:12 p.m.--Descent orbit insertion.
   d. Sunday, July 20, 3:19 p.m.--Touchdown on moon.
   e. Monday, July 21, 9:56 p.m.--Armstrong emerges on lunar surface.
   f. Samples are collected.
   g. Experiments are set up. Lunar EVA ends.
   h. 12:15 p.m.--LM lifts off moon.
   i. 4:35 p.m.--Redocking.
   j. 8:25 p.m.--LM jettisoned.
   k. Tuesday, July 22, 12:57 p.m.--Homeward bound.
   l. Thursday, Juiy 24, 11:50 a.m.
   m. Splashdown, recovery in Pacific.

3. Use students for demonstration lessons in cooking, taking pictures, etc. After the demonstration, students would write down in proper sequence the directions given or followed.

4. Students could learn to make a book and bind it. Then write in correct sequence how the book was made.

CONTENT: Study Skills--Organizing Information, Topics

OBJECTIVE: The student will write a topic sentence for a paragraph on a given topic.

SKILL: Writes a topic sentence for a paragraph on a given topic 4-6

ACTIVITIES

1. Show the class various pictures and discuss what they depict. On the overhead or chalkboard, show one sentence written about each picture. Ask the children to choose the sentence that matches each picture.

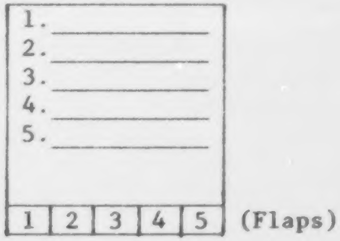
2. Choose one paragraph from a story. After mixing up the order of the sentences, have the children select the topic sentence.

3. Make topic sentence cards for independent practice. The following supplies are needed: posterboard (3 pieces, 6" x 11"), scissors, felt-tipped pen, stars.

Example: (Write the following on posterboard)

   a. Patriots gathered from the countryside and hid behind bushes and trees.
   b. Many redcoats were killed.
   c. They marched in long, straight lines and wore red coats.
   d. Only a few colonists were killed.
   e. The first battle of the American Revolution was at Lexington, Massachusetts.

Fold up flaps of posterboard, as shown. The students choose which sentence is the topic sentence, and look under the corresponding flap. If correct, they will find a star.



4. Have students write a paragraph about a favorite sport, pet, etc., practicing using topic sentences at the beginning of the paragraph, in the middle, and at the end. Use topic sentences as a declarative or exclamatory sentence. Try using the topic sentences as interrogative sentences.

CONTENT: Study Skills--Organizing Information, Topics

OBJECTIVE: The student will select and limit a topic.

SKILL: Selects and limits topics 6

ACTIVITIES

---

1. Ask the children to name some large categories such as furniture, animals, sports, etc. List them across the top of the chalkboard. Then choose one category with which to work and break it down into smaller and smaller categories.

   Example: Animals

   - Wild
     - tigers
     - lions
     - leopards
   - Tame
     - cats
     - dogs
     - parrots

2. Introduce outlining using Roman numerals, letters, etc. Choose a topic, such as an American hero, and fill in the outline skeleton.

   Hero

1. Early life	II. Later life	III. Part in American Revolution
A.	A.	A.
B.	B.	B.
C.	C.	C.

3. Have each child choose a topic of interest and get appropriate books from the library. After looking through the table of contents of each book, he may make up a list of the information available on his chosen subject. From this list, the student should choose one or two topics of most interest to him.

Example: Sun

Makeup of the sun
Solar eclipses
Sun spots
Superstitions about eclipses
Sun gods and worshippers

If the student decides he is most interested in superstitions, he will then read all the information about this topic and write his paragraph or theme.

CONTENT: Study Skills--Organizing Information, Coherence

OBJECTIVE: The student will organize paragraphs that maintain unity and coherence of the main idea or subject.

SKILL: Organizes paragraphs maintaining unity and coherence 4-6

ACTIVITIES

1. Have students pantomime experiences prior to the actual writing of paragraphs. Encourage students to pantomime a boy trying to sneak something past his father, a girl fighting off an insect, etc.

2. Provide scrambled paragraphs in which sentences are disorganized. Students order the sentences.

3. Make substitutions in literature patterns, such as M. W. Brown's _The Important Book_ to develop paragraph sense.

> The most important thing about a home is that you live in it.
>
> You eat and sleep in it.
> You fight with your brothers in it.
> You are "bossed" by your mother in it.
>
> But, the most important thing about a home is that you live in it.
>
> Sample substitution:
>
> The most important thing about a _zebra_
> is that it is striped.
> It looks like a horse.
> It lives in Africa.
> It is chased by lions.
> But, the most important thing about a zebra
> is that it is striped.

CONTENT: Study Skills--Organizing Information, Outlines

OBJECTIVE: The student will structure an outline.

SKILL: Structures an outline by using the topic outline method 4-6

ACTIVITIES

1. Have students make an outline describing themselves. Begin by asking the children questions about themselves.

   Example: Body

   What color is your hair, your eyes, etc.?
   How tall are you?

   Personality

   What makes you happy?
   What makes you sad?
   How do you feel most often (serious, giggly, shy, etc.)?

2. After discussing these subjects have the children outline in topic form (or sentence form for older, more advanced students), the information they have gathered.

   Example: "Self--Description"

   A. Body

      1. Eyes

         a. Blue
         b. Large

      2. Hair

         a. Brown
         b. Long
         c. Silky

   B. Personality

      1. Happy feelings

         a. Being with a friend
         b. Swimming

3. Following the previous procedures, select a topic such as "My Pet," "My Favorite Sport," etc. and structure an outline about the subject.

4. To research a topic in an encyclopedia, such as coal, read orally with the students jotting down key words and main ideas; then organize in outline patterns. This might do away with copying directly from the encyclopedia.

Example: Coal

I. How Formed

A.
B.
C.

II. Kinds of Coal

A.
B.
C.

III. Types of Mining

A.
B.
C.

IV. Uses of Coal

A.
B.
C.

5. Have students read a selection, thinking about what they read. Then brainstorm all the facts that they remember. Write them down, group the ones that are related to the same topic. Make an outline based on the topics.

CONTENT: Study Skills--Organizing Information, Outlines

OBJECTIVE: The student will select main ideas and put into outline form.

SKILLS:

Understands format of an outline	3-6	
Selects main topics and subtopics	4-6	
Completes a simple outline	3-4	4***
Summarizes main idea to build an outline	5-6	

ACTIVITIES

1. Present a random list of items which may be classified under two headings, such as fruits and vegetables. Cover the list and ask the children to write all the items they can remember. Then show the items organized under headings:

   I. Fruits

      A. Oranges
      B. Apples
      C. Bananas

   II. Vegetables

      A. Potatoes
      B. Lettuce
      C. Squash

2. Cover the chart and have children list all the items they can remember. Lead the students to the realization that organizing information makes it easier to recall.

3. Take the above activity a step further by having students group a list of words under topics.

   Boys (Tom, Joe, Charles, Kelvin)
   Girls (Betty, Jill, Mary, Gloria)

4. Have students organize information under headings. Teach them to add Roman numerals and letters. Point out that this organization is called outlining.

5. Develop or find a passage which has at least two paragraphs with a topic sentence directly stating the main idea in each. Have the students read the passage and underline the main idea. Complete a form such as the following. Put the main idea in the large rectangle and put two supporting details under each.

MAIN IDEA

Supporting Details   Supporting Details

MAIN IDEA

Supporting Details   Supporting Details

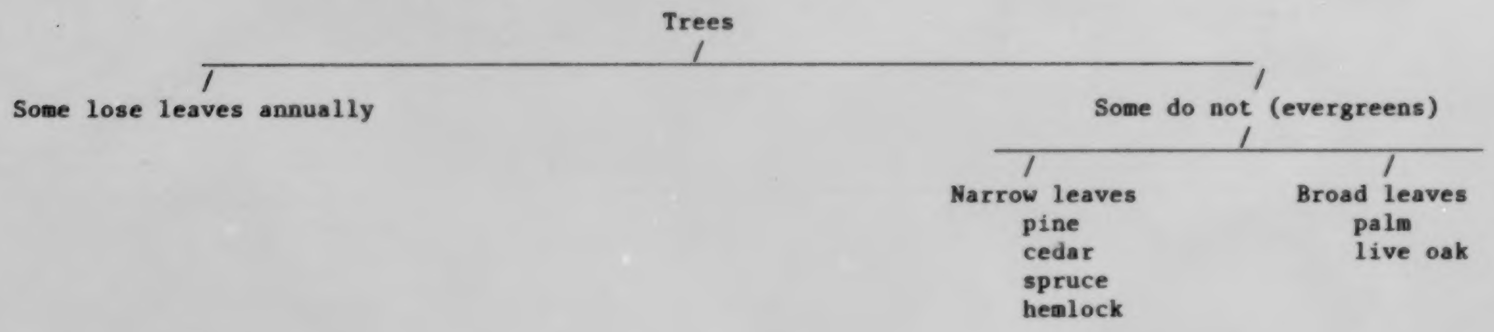
6. Have students identify the main ideas in a story such as the one below. Next have them list the supporting details under each main idea in a diagram.

7. Have students form topics for the main ideas and supporting details and help students build an outline from the main ideas and supporting details of the story.

TREES

There are two kinds of trees. Some have leaves that drop off during one particular season of each year. Others keep their leaves for much longer periods of time. The latter are called evergreens.

Evergreens are of various types. Those with very narrow leaves are the pine, the cedar, the spruce, and the hemlock. Broad-leaved evergreens are the palm and the live oak.


Trees
Some lose leaves annually
Some do not (evergreens)
Narrow leaves
pine
cedar
spruce
hemlock
Broad leaves
palm
live oak

Trees

I. Trees that lose leaves annually

II. Trees that do not lose leaves annually (evergreens)

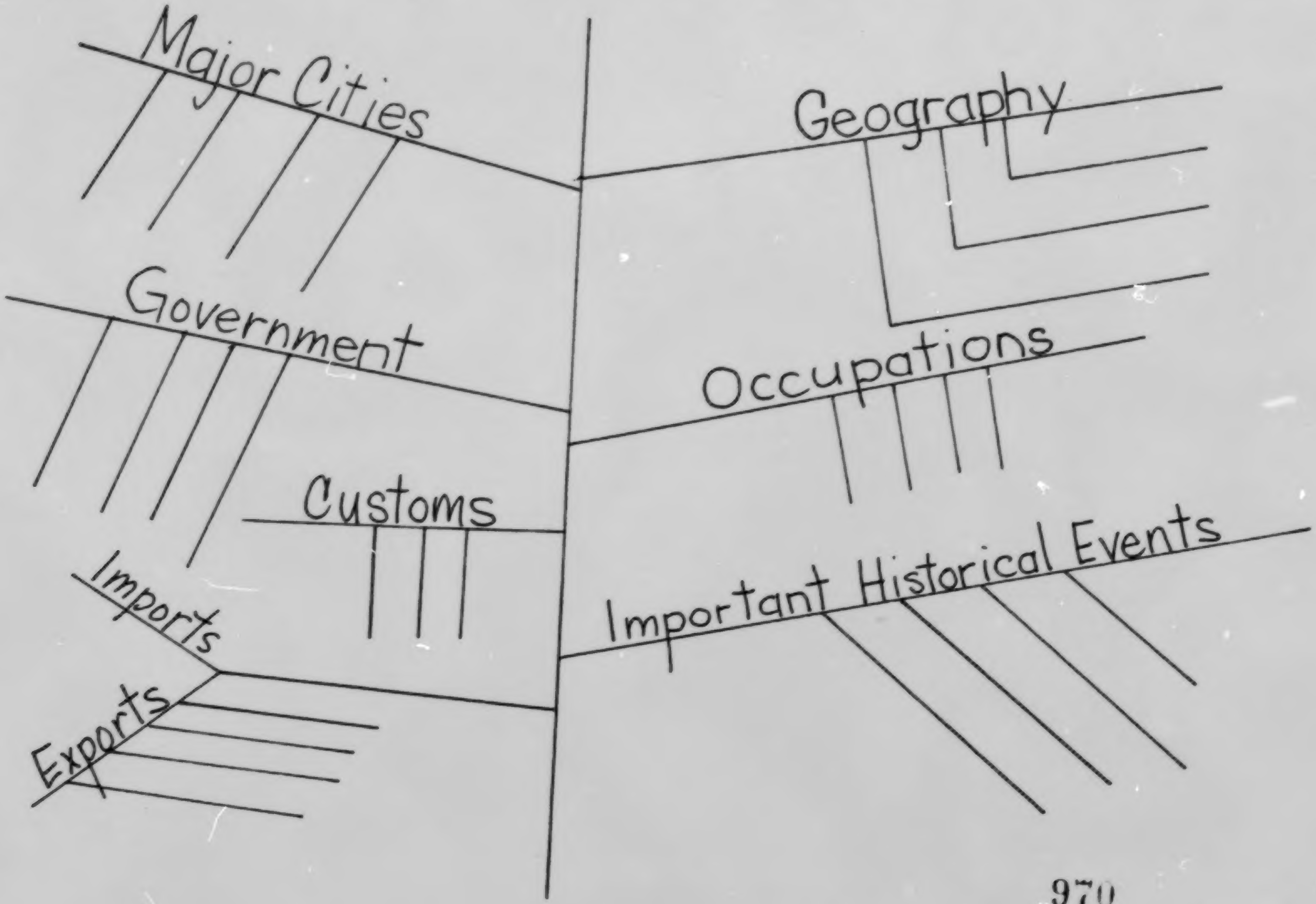
A. Narrow leaves

1. Pine
2. Cedar
3. Spruce
4. Hemlock

B. Broad leaves

1. Palm
2. Live Oak

8. Give students an "outline tree" on a country, person, book, etc. Have them do research to complete the tree. After the tree is completed, have the students place in proper outline form.


Major Cities
Geography
Government
Occupations
Customs
Important Historical Events
Imports
Exports

CONTENT: Study Skills--Organizing Information, Notetaking

OBJECTIVE: The student will take notes from a selection using key words in sentences and paragraphs.

SKILL: Takes notes from reading using key words in sentences and paragraphs 5-6

ACTIVITIES

1. Give students a sample of notetaking form. A simple form that can be used is to have students draw a line down the center of the page. Put main points, in their own words, on the left, and put supporting points or examples on the right. Give students notes with main points or supporting details omitted, and have students complete the notes.

2. Use an opaque or overhead projector to show a brief article from a magazine or book. This selection should be material which the children will be expected to understand. Underline key words in the selection. Have all the children read the selection and take notes, reminding them of the standards established. After all have finished, select several to go to the board and write what they have written. Compare these as a group against standards. Compile a composite adding important information the group feels has been omitted.

3. A more complicated notetaking form is to have students take notes in a loose-leaf notebook, using subordination and spacing to show the main ideas and supporting details. Label the information in the margin. (It is helpful to draw wider margins.) To study, spread out pages so that only the labels show. The labels serve as study headings for recall.

971 972

CONTENT: Study Skills--Presenting Information, Talks from Outline

OBJECTIVE: The student will give an oral report (talk) on a topic using an outline.

SKILL: Prepares a talk from an outline 5-6

ACTIVITIES

1. Prepare a brief outline on a given topic. Put the outline on a transparency and project it for the students to see. Model for the students by giving a report for the class.

2. Prepare an outline on a topic very familiar to the student. Have the student prepare a talk from this outline to present to the class. Only the outline may be used as reference in presenting the oral report.

3. "How to" reports are easy to outline and develop. Have students follow a similar outline in reporting on different products.

    a. Introduction - to build interest
    b. Material needed
    c. Procedure
    d. Conclusion

4. During a six or nine weeks' grading period, have each student report to the class on an interesting book, a famous person, historic or scenic place, movie, or television special using only an outline in presenting the report.

CONTENT: Study Skills--Presenting Information

OBJECTIVE: The student will adapt writing to different audiences and purposes.

SKILL: Adapts writing to different audiences and purposes 6

ACTIVITIES

1. Bring to class a number of magazines that would interest your class. These may be obtained from the library or your home. (Examples: Newsweek, Sports Illustrated, Seventeen, Car and Driver, Stereo Review, Flower and Garden, Cycle, Life, Readers' Digest, Field and Stream, etc.)

    a. Let each child select a magazine of interest to him. Then have him choose three articles from that magazine to read. After reading each article, have him decide what type of audience the author had in mind during his writing (hunters, homemakers, wealthy people, etc.), and what specific purpose he had in mind (teaching, evoking emotions, etc.).

    b. Ask the student to list his observations on a sheet of paper. Discuss the articles and observations in groups or with the whole class. Follow up by writing, as a group, an article for a specific group.

2. With the class, list ten to fifteen good, half-hour family or game-type television programs on the board. As a homework assignment for a week, have each child choose three to five of these programs to watch and analyze. While watching the programs, tell him to list the phrases or words that seem to characterize the feelings and attitudes of the people on the program.

3. After watching all of the programs, have the students bring their lists to school. See if they can determine the attitudes and feelings for the people on each program, the purpose of each program, and the type of audience for which the program was designed. The type of commercials may be helpful also. Follow up by dividing into groups and having each group write a review of a particular program as it might appear in different publications, such as Parent Magazine, Teacher, Glamour, etc. Compare the results.

4. Have students write a letter, brochure, or article encouraging someone to visit their city or state. Divide the class into groups, some writing letters to sportsmen, families, artists, historians, politicians, TV stars, Miss America, etc. Read and compare the results.

5. When the class is working on creative writing, have them write books which they can bind for different levels. Have them write in manuscript, with limited vocabulary, and use large illustrations for primary level. For the upper grades, cursive writing would be acceptable. The stories could include higher level vocabulary with fewer pictures.

CONTENT: Study Skills--Retaining Information

OBJECTIVE: The student will be able to use effective study strategies.

SKILLS:		
	Previews books, captions, headings, footnotes, tables, and symbols	3-6
	Uses study strategies such as SQ3R	4-6

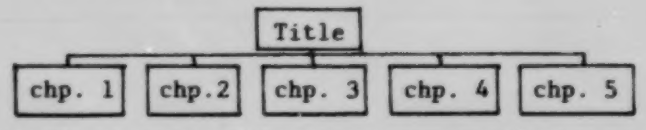
ACTIVITIES

1. When first distributing texts to students, take time to discuss the parts of the book and their function. Call attention to the organization of the information (topical, chronological, regional, etc.) and study helps (headings, italics, dark print, questions, etc.).

2. To make children familiar with parts of a book, have all of them use the same text (reader, math, social studies, etc.). Let them divide into teams or compete individually. Call out some part of the book and have them find it. (Use the table of contents to tell what page a story is on, etc.) The team who finds the answer first gets a point.

3. PAR-4 Study Technique - Preview, Ask, Read, Record, Rethink and Review.

Preview - Read the title.
Read the name of the author.
Look at the parts of the book, preface, forward, glossary, index or appendix.
Analyze the table of contents.
Diagram the book by units or chapters.



Outline the chapter by major headings: center headings, side headings.
Read introductory and summary paragraphs.

Ask - Turn headings into questions to set purposes for guided reading of chapter sections.

Read - Read the entire section to find answer to questions.
Look up new words in the glossary.

Record - Make a study guide.
Turn the page horizontally.
Write the name of the chapter at the top.
Divide the paper into two columns, using one-third of the page for the left column.
Record questions in the left column.
Leave two inches at the bottom to record new vocabulary words.

<table>
<tr><td colspan="2">NAME OF CHAPTER</td></tr>
<tr><td>Questions</td><td>Answers</td></tr>
<tr><td colspan="2">Vocabulary Words</td></tr>
</table>

Rethink - Go beyond the facts presented in the text.
Ask questions to help pupils interpret what they read and think analytically and critically about it.

Review - Review immediately after the assignment is completed to set information firmly in mind.

Have students look through the study guide and try to answer questions without looking at the answers.

TEACHING TIPS

PROOFREADING AND EDITING

Writing involves both composing and revising/editing. When a student is emotionally involved in the idea he is developing, he is not consciously thinking about commas, capital letters, and word usage, but is involved in the composing act and will later concern himself with the second phase of writing/revision.

Many teachers actually revise for the students when they read and correct children's composition. Often with a red pencil they reorganize and edit for punctuation, capitalization and usage. When the student receives the teacher revised paper and makes a final draft by copying the teacher's changes, the child is not assuming the role of revisionist but rather the role of the copier. He has only recorded his ideas on paper and has omitted the second phase--that of revision.

The teacher's role in the editing and proofreading process is to:

- help students acquire the specific language skills they need to serve as their own editors.
- help students acquire the technical skills of editing.

Grammar usage, punctuation and capitalization should be taught in the context of the writing process, because teaching a skill when it is introduced in the book rather than when students show a need for it will not insure application of the skill. Drill and practice of mechanics of writing in isolation from the writing process demonstrates little transfer of learning to original writing.

If students are to become revisionists, educators must begin working with the editing process in the early grades. One such way is to begin with chalkboard editing, because the chalkboard provides an excellent means for the introduction of beginning editing/revision skills. Have students write their stories and tape them on the chalkboard. Since writing in the initial stage contains so many errors, chalkboard editing will allow for revision without recopying several times. After students have written stories on the chalkboard, bring a small group of students together and examine the writing through an editing process that emphasizes:

- Letter Formation
- Capitalization
    - Proper names
    - First word in sentence titles
    - First word in quotations
- Punctuation
    - Period
    - Question Mark
    - Exclamation
    - Comma
        - Series following "yes" or "no"
        - Direct address
        - Separate quotation from the rest of the sentence
    - Apostrophe
        - Contraction
        - Possession
    - Quotation marks
- Spelling
- Descriptive words and phrases
- Sentence sense
- Paragraphing
    - Indentation
    - Topic Sentence
- Style
- Form

During chalkboard editing, allow students to read their own story first. Many errors are discovered as the student reads his story aloud. After the author has made all the changes that he sees, ask the peer group to also make suggestions based on the standards provided. Make any additional suggestions necessary and the student, if satisfied with his story, copies it on paper and attaches it to his picture.

After student stories become too long to be put on the chalkboard, provide students with a writing file folder. As the student completes a story, have him label it "first draft" and place it in his folder to be revised or place in a box for editing. Certain times may be set aside each week for the purpose of peer groups working with the author on his story.

In addition to peer editing, the teacher-pupil conference now plays an even more important part in the writing process. Set aside a time each week to confer with every child and, as you confer with the student, identify the child's construction weakness and focus on related skill development.

The following list provides the elements of revision that should be considered when working with children as they organize and write in the elementary school:

- Economy of word usage
- Precision of word usage
- Application of standard form of written expression
- Clarity in sentence construction
- Variety in sentence structure
- Structures of larger thought units

As you attempt to increase the students' proficiency in writing, emphasis should be placed in the selection of words and structuring of sentences, paragraphs, and larger units of the composing art.

WAYS TO DEVELOP PROOFREADING AND EDITING SKILLS

1. Type a copy of a student's story on a ditto master. Use it for a language lesson, running off enough copies for each child in the class. The whole class helps the student edit his paper, calling attention to good points as well as errors, and giving suggestions for improvement. The student collects the papers and uses the suggestions of the class for rewriting his composition. Students in upper grades can learn to use editorial markings in this process.

2. Help individual students work out their own self-evaluation checklist. Be sure to include questions about their areas of weakness. Items might include:
    Read your story silently to yourself.
    Does it say what you want to say?
    Are word pictures clear?
    Does it sound like you?
    Does it have appeal and interest?
    Do all of its parts fit together in the right order?
    Does it have a good beginning?
    Does it work up to a climax, then end quickly?
    Does it answer the four W's--who, what, when, where--in characters, scenes, and story plot?
    Read your story to a classmate and see if his reaction to it is the one you are seeking.
    Are your characters revealed by their actions rather than through description?
    Is there something that doesn't add to the story that can be left out?

3. Editors may use standard proofreading symbols:

≡	Capitals	∧	Insert
¶	Paragraph	sp.	Error in spelling
No ¶	No paragraph	∽ or ⎍	Transpose
l.c.	Small letters	″∨	Quotation
stet	Let it stand	⊙	Period
(?)	Verify	(:)	Colon
○	Spell out	;/	Semicolon
℘	Take out	,/	Comma
⁀	Close up	’∨	Apostrophe
‿	Less space	#	More space

4. Another editing technique is outlining to check the overall organization of the piece. Ask the student to note the main ideas of each paragraph and then write two or three words to summarize the paragraph. This will help the student to see if the manuscript needs to be reorganized.

5. Encourage students to publish their own class magazine. Help them organize an editing and publication staff by suggesting that they write letters of application for various positions--editor-in-chief, assistant editor, sports editor, artist, bookbinder, etc.--stating their special interests and qualifications. Students with superior writing skills usually apply for key editing positions. In upper grades and in high ability classes above third grade level, the entire magazine can be produced by the students. However, in most cases, the teacher should act as the publisher, approving final material.

6. Invite an author to speak to the class. Ask him to bring an original manuscript and a galley sheet. Show students how they can take a roll of newsprint and make a galley sheet after working through the editing process on the galley sheet. The format for a book is then determined.

TEACHING TIPS

HANDWRITING

Before formal instruction in manuscript begins, the student needs prewriting experiences to help him develop fine motor skills: painting, making designs, and using sand or salt trays, finger painting. Such activities give students opportunities to incorporate basic writing strokes: straight lines, slanted lines, curves, circles (Fisher, 1977).

Students demonstrate a readiness for formal instruction when: (1) they use the basic manuscript strokes in artwork, (2) they express an interest in writing their own name, (3) they have developed facility in using scissors, crayons, etc., (4) they copy simple geometric shapes and letterlike characters, (5) they have established a dominant hand, (6) they sense a personal need to write. The beginning writer performs best with large sheets of unlined paper.

Instruction in handwriting should occur within meaningful contexts. Meaningful writing experiences can occur simultaneously with initial instruction in letter formation.

Preventive instruction in handwriting is better than remedial instruction. The teacher needs to show children individually how to form the letter, where to start the letter, and what makes the letter different from others that are similar.

The goals for handwriting instruction are legibility, fluency, and self-evaluation. Legibility factors include: proper formation of letters, regularity of slant, uniformity of size, regular spacing between and within words, words resting on the line, clear margins, and neat papers. Fluency is developed through: comfortable writing positions, combined wrist and finger movement, correct order and direction in forming letters.

For initial instruction letters are often grouped by similarity of formation starting with some of the most frequently used letters. (For students having difficulty in discriminating letters, contrasting letters should be introduced in pairs.) Research suggests that manuscript letters m, g, q, p, y, and j are difficult for children to learn and many require special help.

In making the transition from manuscript to cursive, it is suggested that reading cursive should precede writing in that form. Except for the connecting loops, cursive letters are very similar in form to the manuscript. Only five letters vary significantly - s, r, f, e, and z. Because they comprise about 90 percent of our writing, lowercase letters should receive the most attention. It is also helpful to remember that the four letters a, r, e, and t account for 50 percent of illegibilities in cursive form.

In teaching handwriting, remember:

1. The best way to improve handwriting is through improved initial instruction.

2. Only by observing a student write, can a teacher know if a student is correctly forming letters. Correct order and direction in forming letters is important for future development of speed and conversion into cursive style.

3. Encourage self-evaluation.
   a. Tape a model alphabet to the student's desk.
   b. Have a checklist for students to complete about their writing.
   c. Keep a notebook containing dated writing samples so that progress may be noted.
   d. Handwriting scales (which are available commercially) may be used by students to evaluate their writing.

4. Purpose for writing must be apparent at all times. Endless, meaningless drill can dull the child's desire to write. Letters, invitations, announcements, and stories that are to be read by others motivate students to do their best.

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CONTENT: Proofreading and Editing Skills--Handwriting

OBJECTIVE: The student will use the correct procedures in manipulating large crayons, paint brushes and scissors.

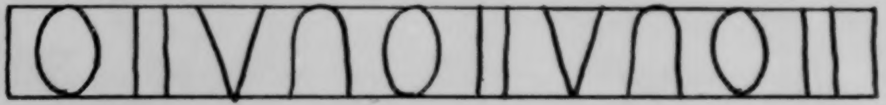
SKILL: Manipulates large crayons, paint brushes and scissors K-1 1***

ACTIVITIES

1. Give each student a large sheet of paper (newsprint). Ask them to use crayons or paints and brushes to make a picture of their own choice on the paper. Encourage them to "fill the paper until the picture bumps the side." Watch for basic strokes used in manuscript writing--curved lines, straight lines, slanted lines, etc. When the child demonstrates these basic strokes, he/she is ready to begin writing.

2. Have a supply of magazines, catalogues, old readiness books, etc. on hand. Permit student to cut out a figure or an object. Paste it on the sheet of paper. Let the student make a new background, using crayons or paints.

3. Have students make designs for bulletin board borders, book jackets, fabric, etc. Use designs that incorporate the basic strokes--curved lines, slanted lines, straight lines, and circles. Difficulty may be determined by the media and number of strokes.



CONTENT: Proofreading and Editing Skills--Handwriting

OBJECTIVE: The student will demonstrate left-to-right and top-to-bottom orientation.

SKILL: Demonstrates left-to-right and top-to-bottom orientation K-1 1***

ACTIVITIES

1. Tape a 2' by 4' piece of paper (tagboard) to the floor. Ask the children to pretend that this is a giant page from a book. Identify the top, bottom, left, and right side of the page by pointing and saying the appropriate word. Have the children take turns following directions such as, put your feet on the bottom of the page; sit on the top of the page; place your elbow on the right side; hop to the left side. After much group orientation, tape a sheet of paper on each student's desk and give them a block. Upon oral directions, the student will place the block at the top, bottom, right, left, side of the page.

2. Tell a story using the words left, right, top and bottom (see story below). As the story is told, a student pretends to be the character and acts out the action of the character.

   > Jocko was a little, fluffy, long-eared puppy. One day he became very hungry, so he began to search for some food. He ran to the top of the page and looked in his food dish. No food! He was quite disappointed; he slowly walked to his dog house on the right side of the page and laid down. Hearing a whistle, Jocko looked up and saw Todd, his master, coming out of the house so he quickly wiggled to the left side of the page. Todd gave Jocko a pat but still no food. Jocko was so sad and, oh, so hungry but suddenly he remembered at the bottom of the page near that big oak tree he had buried a bone. He was so happy he rolled over and over to the bottom of the page and began to dig furiously.

3. Prepare a transparency with a row of dots at the top and bottom. Flash the transparency onto the board. Let students draw connecting lines from top to bottom, saying the directional word as they write. This activity can also be used for left-to-right progression. Later students can use laminated pages, then eventually their own paper.

CONTENT: Proofreading and Editing Skills--Handwriting

OBJECTIVE: The student will be able to follow a maze using a finger, crayon or pencil held in correct writing position.

SKILL: Follows a maze K-1 1***

ACTIVITIES

1. Construct a large poster-size maze using yarn and glue (a commercially prepared or teacher-made transparency can also be used). The students follow the maze using their fingers.

2. Duplicate a maze and give it to each student. Discuss the maze, emphasizing the beginning and stopping points. Ask children to put their finger on the starting point and, being careful to stay between the lines, trace the path to the ending point.

3. Do the same task using a crayon and then use a pencil to trace the same path. Provide mazes of increasing difficulty to choose from.

CONTENT: Proofreading and Editing Skills--Handwriting

OBJECTIVE: The student will trace circles and lines (slanted, straight) and shapes (circles, triangles, squares, rectangles, half-circles) and reproduce them.

SKILLS:	Traces circles and lines (slanted and straight)	K-1	1***
	Traces and reproduces shapes (circles, triangles, squares, rectangles, half-circles)	K-1	1***

ACTIVITIES

1. Read the following story, "Clouds." As the story is read aloud draw the suggested movements on the chalkboard. The children are to imitate these movements with a crayon or pencil on large sheets of newsprint.

   There are many clouds in the sky.
   There are hills of clouds. ⌒⌒⌒⌒⌒
   There are streaks of clouds, ———~———
   seas of clouds, OOOOOOO
   valleys of clouds, ‿‿‿‿‿‿
   and layers of clouds. ═══
   Rain comes straight down from dark clouds. ||||||||||
   Sometimes it does not come straight down. //////////
   Sometimes it splashes this way: JJJJJJ \\\\\\\\\\
   Sometimes it splashes that way: LLLLLL
   It makes little drops. ••••••••
   It makes middle-sized drops. oooooooo
   It makes big, big drops. OOOOOOOO

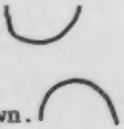
   (Scott, 1962)

2. Duplicate individual sheets with outlines of shapes on them. Give one to each child. Children use fingers to trace around the shapes. Encourage them to stay on the lines. Next children may use crayons or pencils. Then children use glue and carefully trace around the shapes. Lightly sprinkle flocking on the shapes, allow to dry and then the children may use the shapes as tactile cards. (Flocking may be purchased at hobby shops.)

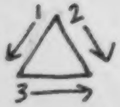
3. Draw each shape on the chalkboard to the jingle that accompanies it. Have the children draw each shape on paper, in rhythm to the jingle that accompanies it. (Scott, 1962).

RHYME

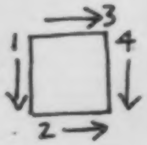
A laugh turns up,
A frown turns down,
Those are two mouths
You can see on a clown.



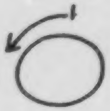
Make a triangle
One, two, three,
And there's a pointed
Hat for me!



Here is a square,
One, two, three, four
Making a window or a door.



Here is a circle big and round,
Making a ball to roll on
The ground.



CONTENT:	Proofreading and Editing Skills--Handwriting		
OBJECTIVE:	The student will be able to hold and use a primary pencil in the correct writing position.		
SKILL:	Holds and uses a primary pencil correctly	1-2	2***

ACTIVITIES

1. Provide jumbo crayons or paint and brushes and the ad section of the newspaper for each child. Let children practice making circles, x's, or lines using the print of the newspaper as "boundary" lines. Observe strokes and give assistance as needed.

2. Have students hold their pencils so that the index finger is on the top of the pencil. (The pencil should look like an extension of the index finger.) Hold the pencil "on the paint" just above the slanted sharpened part. (A rubber band may be wound around and around the pencil until the ring rests just above the sharpened slant.) Have children practice making strokes, shapes, letters, etc., in the air. Next transfer the activity to paper. For each activity, demonstrate the correct position and check to see that all children have done so before "sky writing" is begun.

3. Demonstrate to the student the correct position of grasping the pencil for right-handed and left-handed people. (Use charts, pictures, yourself, or a child as a model.) Students will then position pencils and, following your directions, students will pretend they are skywriter pilots and their hand and fingers are the airplanes. They will practice making strokes, shapes, letters, simple objects, etc., in the air. Later, transfer this activity to paper.

CONTENT: Proofreading and Editing--Handwriting

OBJECTIVE: The student will use correct paper position and posture for manuscript and cursive writing.

SKILLS:

Uses correct paper position and posture for manuscript writing	1-2	2***
Uses correct position and alignment for writing lowercase and uppercase cursive letters	3-4	4***

ACTIVITIES

1. Have one student model the correct writing position as the other students follow his example. (Place the model's desk so that the class watches the model from a side view.) The model will demonstrate:

   a. Both feet are flat on the floor.
   b. Sitting tall and well back on the chair, leaning forward from the hips.
   c. The writing arm should be on the desk except for the last few inches of the forearm and the elbow, while the other hand should be relaxed and used for guiding the paper up or down, left or right as needed.
   d. Paper is in the proper position and the pencil is held correctly.

   Each student should be allowed to "model."

2. Tape a strip of masking tape across the student's desk at approximately a 45° angle. Give each child a sheet of paper and have them place the paper directly under but touching the tape. The slant of the paper should be approximately parallel to the writing arm. Demonstrate and explain.

3. For children having difficulty positioning the paper correctly, mark the proper position on the desk top with a masking tape frame. Use as long as necessary.

CONTENT: Proofreading and Editing Skills--Handwriting

OBJECTIVE: The student will be able to identify, trace, and write numerals, 1-10.

SKILLS:			
	Identifies and traces numerals, 1-10	K-1	1***
	Writes numerals, 1-10	K-1	1***

ACTIVITIES

1. Glue sandpaper numerals on 3" x 5" index cards. Put the cards in a "feeling" bag or box. The student reaches in, feels the letter, and identifies its name.

2. Use the following rhymes for reinforcing identification and recognition of numbers:

    1. Make a line just for fun. Now take a look at numeral 1.
    2. Around the back on the railroad track. 2, 2, 2.
    3. Around the tree, around the tree. Take a look at numeral 3.
    4. Down and across then down once more. Now take a look at numeral 4.
    5. Make a short stick and a big fat tummy. Put a cap on 5 to make him look funny.
    6. Curve and loop in a stick. Now you've made numeral 6.
    7. Across the sky and down from heaven is how we make numeral 7.
    8. Make an S but do not wait, come back up and you have numeral 8.
    9. A ball and a line is just fine to make numeral 9.
    10. A thin one and a fat one, we have two men. That's the way we make the numeral 10.

3. Have students make a booklet "Now I know...1-10." On each page, the student writes a numeral and draws a set to illustrate its meaning.

1009

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CONTENT: Proofreading and Editing Skills--Handwriting

OBJECTIVE: The student will identify, trace and write lowercase and uppercase manuscript letters.

SKILLS:

Identifies and traces lowercase and uppercase manuscript letters	K-1	1***
Writes lowercase and uppercase manuscript letters	1-2	2***

ACTIVITIES

1. Place objects or pictures of objects that have a given letter anywhere in their names on the chalkboard ledge. Then place the name under the object or picture. Write the lowercase and uppercase letter on the chalkboard and identify it. Guide students in locating the letter within each word.

2. Demonstrate on the chalkboard how to make a letter, emphasizing the starting point and the correct stroke direction. Children "skywrite" the letter in the air. Pass out duplicated sheets with the letter on it.

3. Draw letters in dots. Let the child connect the dots to form the letters. Put a green dot where the letter begins and a red dot where the letter ends. This will help the child make the letter correctly.

4. If the child has reversal problems, using clay to form letters will help him "feel" how letters are made. Roll out long strips of molding clay. Have the child form letters with the clay. Next, have him trace over the letters with his index finger to feel the shape. He can copy the letter on paper.

5. Laminate the letters of the alphabet and tape them on each student's desk so they may be traced or used as a model.

1011

1012

CONTENT: Proofreading and Editing Skills--Handwriting

OBJECTIVE: The student will be able to identify, trace, and write his name.

SKILLS:	Identifies and traces name	K-1	1***
	Writes name in manuscript with correct letter formation and letter spacing	1-2	2***

ACTIVITIES

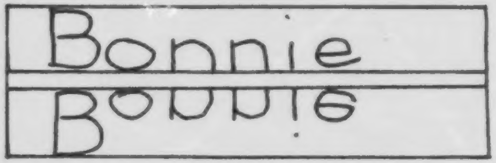
1. Write a student's name on a piece of tagboard (3" by 8") as he watches. Point out the proper procedures and proper sequence of strokes. Place several names on the chalkboard or use name tags. Play the "Knock, Knock" game.

   Child: Knock, Knock
   Teacher: Who's there?
   Child: Tom
   Teacher: How do I know you are Tom?

   The child goes to the board and identifies his name or brings the name tag to the teacher and states "This is my name."

2. Prepare an acetate pocket and name card for each student. Tape a piece of clear heavy acetate to a piece of colored poster board. Names can be written on 3" by 8" tagboard. The child inserts his name in the pocket and, using a washable crayon, traces over each letter of his name in sequence. The child removes the card and compares his tracing with the writing on the name card. A piece of fabric or tissue may be used to erase the crayon from the acetate. Strokes may be numbered in sequence on the model.

3. Have each student fold a sheet of paper in half and write his name on the fold with a crayon. Using a different colored crayon, he traces over the name again. The student continues doing this using four or five different colors. The student then folds the paper so that the name is inside. He rubs firmly on the outside so that the imprint will appear on the opposite page. Cut around the name to make a butterfly and hang it as a mobile from the ceiling.



CONTENT: Proofreading and Editing Skills--Handwriting

OBJECTIVE: The student will write simple words in manuscript with correct letter formation and letter spacing.

SKILL: Writes simple words in manuscript with correct letter formation and letter spacing 1-2 2***

ACTIVITIES

1. Put a handwriting sample inside a clear transparent term paper folder. Using the transparency pens, have the student trace over the samples.

2. Prepare a transparency exactly like writing paper you use. Choose words from the children's current reading vocabulary or some other meaningful material, students' names, riddles, couplets, simple silly sentences, etc. Write a word stroke by stroke on the transparency and have children emulate it on their papers. Watch to see that all letters are being formed properly. Upon completion of the word, pronounce it and explain spacing. Demonstrate how to place the index finger on the non-writing hand directly after the last stroke of the word. Leave the finger there and begin the stroke of the next word (finger space). Lift the finger and continue with the next word. Children do likewise.

3. Compose simple class and/or individual poems (cinquain, couplet, haiku). Let students copy the poem on lined paper. After a "refined" copy is produced in pencil, students may trace their final copy in felt tip pens. Have students illustrate their poems. Display the words together.

CONTENT: Proofreading and Editing Skills--Handwriting

OBJECTIVE: The child will use manuscript when constructing labels and charts.

SKILL: Uses manuscript writing when making labels and charts 3-6

ACTIVITIES

1. Have students collect items and pictures related to a unit of study. Have students make captions for the collection, bulletin board, or museum.

2. Have students make labels for objects to be used in lower grade classrooms. Lead a discussion to decide the labels needed. Provide time and paper for practice. Have students write with pencil, check letter form and space, then trace with a marker.

3. Encourage students to plan and prepare charts for: favorite foods, books, T.V. shows, or records, daily weather conditions, plant growth, continuum of historical events, hierarchy, etc. Stress clarity of writing and spacing as well as content.

CONTENT: Proofreading and Editing Skills--Handwriting

OBJECTIVE: The student will write simple sentences in manuscript using correct letter formation and spacing between words, and margins.

SKILLS: Writes simple sentences in manuscript with correct letter formation and spacing between words 1-2 2***
Uses margins in writing assignments

ACTIVITIES

1. Have students keep a diary with each day's date and something special to remember about the day. As the student writes, observe the child forming the letters to be sure they are made according to the proper sequence. Proper spacing between words and for margins is also encouraged. Students can compare writing done in September to that done in December or April to see if handwriting is improving.

2. Group students observed to be having difficulty in letter formation. Emphasize how letters are alike and different. Give individual help in where to start the letter and how to form it. Group letters similar in formation

   a, c, e, o
   d, g, q
   i, l, t, k, j
   b, h, p
   m, n, r
   f, u, s
   v, w, x, y, z

   Let students practice writing sentences containing words using these letter groupings.

3. Write a simple paragraph with inadequate spacing and no margins on a transparency. The paragraph could be from a class language experience story. Discuss. Have students rewrite the paragraph. Tell them to use three fingers to mark the left hand margins and two fingers to mark the right hand margins.

4. Have a "Scribe of the Week." Students keep samples of their handwriting in a folder. At the end of each week, they submit their best paper to a committee who evaluates the form, spacing, and margins and selects a "Scribe of the Week." The student's work is displayed at the writing center or some other location.

CONTENT: Proofreading and Editing Skills--Handwriting

OBJECTIVE: The student will write with legibility and speed.

SKILLS:

Writes with legibility and speed in manuscript form from dictation	2-3	3***
Writes in cursive form from dictation	3-6	
Meets standards of legibility and speed in manuscript and cursive writing	3-6	

ACTIVITIES

1. Discuss dictation and set up class guidelines. Dictate several spelling words. Students write from dictation. Now, discuss difficulties--letter formation, legibility, speed. The activity can be repeated in short frequent sessions so that the student has practice and is able to gain competence in the skill.

2. Extend the above activity to simple sentences. The activity can be used as a game in which you read the words or sentence at a steady, regular pace, and the students write as quickly as reasonable, taking care to use correct letter formation. As you read the next word or sentence, the student should be directed to go on even if he has not completed the last word or sentence. After the activity, the student counts the letters in the words he was able to finish or the number of words in the sentence that he was able to finish.

3. Tape sentences for students to practice from during their free time. Models may be made to check their work against.

CONTENT: Proofreading and Editing Skills--Handwriting

OBJECTIVE: The student will recognize and identify cursive letters by name and form.

SKILL:	Recognizes cursive letters by form and name	2-3	3***
	Indentifies all uppercase and lowercase cursive form	2-3	3***

ACTIVITIES

1. Make large sets of cards out of construction paper with a letter written on each. Pass the cards out so that each student has at least one card. As the alphabet is called out, the child with the correct letter stands up. Identify the letters you call out by form as well as name.

2. Using the above cards have students match letters--uppercase with lowercase. This may be done to music. When the music stops, students seek out their lowercase or uppercase partner. Students then say their letter.

3. Play "Concentration" or "Fish" with small sets of cursive cards. To keep a pair, uppercase and lowercase letters must be matched and named.

CONTENT: Proofreading and Editing--Handwriting

OBJECTIVE: The student will use the correct strokes to join letters when writing in cursive form and will leave appropriate spacing between letters and words.

SKILLS:

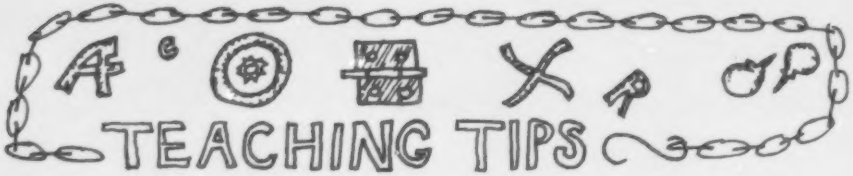
Copies models of names, words, and sentences in cursive form	3-6
Uses correct strokes to join letters when writing words in cursive form	3-6
Writes with appropriate spacing between letters in a word and words in a sentence in cursive form	3-6
Recognizes and corrects errors in cursive letter formation	4-6

ACTIVITIES

1. Focus in on difficult or irregular letter forms that occur in joining letters (on, om, ov, oi, ve). Make up several silly sentences that require the use of these patterns. Let students choose and copy a sentence using their best handwriting. Illustrate and display. Example: Tom loves oily oven omelets.

2. Have the student copy words or sentences on lined paper. When finished, place a sheet lined with proper slants and spacing under the student's paper. (These are available / /.) Let students review their own writing. As they practice writing have them use the form under their paper so that they get a feel for the proper spacing.

3. Have the students write a paragraph on a topic of interest to them or from a unit of study, and check individually for use of correct strokes in joining letters and correct spacing between letters in a word and words in a sentence. Give the students many opportunities during the day to practice this in meaningful written work. Each assignment should be checked and gone over with the students to help them see and correct their own errors.



TEACHING TIPS

SPELLING

The purpose of learning to spell words correctly is to communicate more effectively with others in writing. Because children write words which they use in their oral vocabulary and their oral vocabulary is based on their experience, the teaching of spellings brings better results when it is based on actual experience and integrated with writing.

Textbook word lists are now derived from the vocabulary of children rather than those of adults. In using their lists, individual differences need to be considered and provisions should be made for relating spelling to children's everyday reading and writing needs.

In diagnosing problems of students, it is important to look for patterns in the errors that the student makes. Errors that students make can be classified into five groups (Fisher, 1977): (1) overdependence on sounding out words; (2) using incorrect options; (3) not using letter/sound relationships; (4) reversing letters; (5) spelling the homonym. Consistently misspelled words in students' writing should be identified and recorded. Students should be guided in setting goals for mastery of these words and in evaluating their own progress.

In teaching spelling, remember:

1. Focus on writing of words, not spelling them orally. Spelling is used in writing, not in speaking. Have students focus on whether the word looks right.
2. An effective study technique is: (a) Look at the word and pronounce it. (b) Close your eyes and picture it in your mind. (c) Look at the word again to check. (d) Write the word, thinking of how it looks. (e) Check. (f) Rewrite the word.
3. Although letter/sound relationships are not always consistent, they provide guidance in spelling. Caution, however, should be used in teaching spelling rules or generalizations.
   The study of how words are formed (compound words, root words, affixes, etc.) can contribute to spelling success.
5. Grouping related words such as fig, pig, dig is helpful.
6. Provide evidence of progress. Assign poor spellers fewer words with the understanding that as soon as the list is learned, they may learn some more.
7. Give many opportunities for writing so that students will feel a need for spelling.
8. Dictionary skills and proofreading skills reinforce spelling instruction.

CONTENT: Proofreading and Editing Skills--Spelling, Name

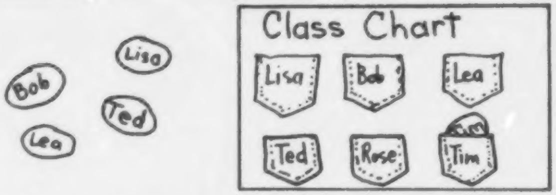
OBJECTIVE: The student will recognize his name.

SKILLS:

Recognizes own first name in print with capital first letter	K-1	1***
Recognizes own full name in print with capital first letters	K-1	1***

ACTIVITIES

1. Prepare a library pocket class chart and individual name cards. Seat students in a circle on the floor. Place name cards in the center. Call on individuals to find their name and place it in the appropriate pocket on the class chart. Draw attention to specific letters, name configuation and length, common beginning letters, etc. As a part of the daily routine, attendance is taken as well. Students will enjoy mixing names to match as an independent activity. When first names are easily recognized, add last name cards.



2. Write students' names on tagboard. Place names on different desks other than where they normally sit. Student must sit at desk where his name card is placed. Variation: Place cards in a circle or across the front of the room. Each pupil stands behind his name card.

3. Use an assortment of shapes or colors to write pupils' names. Place them on the chalkboard ledge. Each pupil must get his name from the board and return to his seat.

4. Make a duty chart. Assign duties by changing names daily or weekly.

CONTENT: Proofreading and Editing Skills--Spelling, Names

OBJECTIVE: The student will recognize, copy or write from memory his name.

SKILLS:	Spells first name orally	K-1	1***
	Copies own full name	K-1	1***
	Writes from memory first name with capital first letters	K-1	1***
	Writes from memory full name with capital first letters	K-2	2***

ACTIVITIES

1. Read and discuss a poem, choral reading, or story about someone with an unusual name. Include in your discussion the following concepts: All things have a name, some names begin with the same letter, people have special names, people's names begin with capital letters, some people have middle names, and some people have nicknames. Have students' names on cards, enabling them to recognize their own name.

2. Play the following game modeled after "Mother May I?" Line students up side-by-side. The first in line asks: "Mrs. Smith, may I take one giant step?" The student replies "Sandy--capital S-a-n-d-y, Sandy." The student must indicate the beginning capital letter and spell her name correctly to move. Initially, each student may have a name card to follow as he spells his name. Move away from the visual aid according to individual needs.

   Pupils are given tagboard or seasonal cutouts on which to write their names. If the names are written correctly, they should be used to label lockers, desks or other projects.

   Instead of calling the class roll, have pupils write their names on a list to be turned in. If the project has just begun and children are having difficulty, use two or more lists. Lists may vary:

   a. Boys' lists and girls' lists.
   b. Lists for birthdays in a given month.
   c. Names that begin with certain letters, etc.
   d. If your name begins with the letter that I sing, stand up and take a bow.

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CONTENT: Proofreading and Editing Skills--Spelling, Address

OBJECTIVE: The student recognizes, states, and writes his own address.

SKILLS:	Recognizes own address when presented orally	K-1	1***
	States own address (orally)	K-1	1***
	Recognizes own address in print	K-1	1***
	Writes own address with correct spelling	1-2	2***

ACTIVITIES

1. Design large identification cards for each student. Include the student's full name, address, and phone number. Punch a hole in each card and string on a loop of yarn. Students wear their identification card for easy reference. Encourage use of personal information by:

    Lining students up by calling out their address.
    Dramatizing situations where it is necessary to know your name, address, and phone (being lost, reporting a fire, registering a bicycle, delivering a letter).
    Using identification cards as place cards for lunchroom seating, center assignments, language circle, etc. (Be sure to tape over the names.)
    Taking attendance by calling out addresses rather than names.
    Mailing a letter to yourself.

    Discontinue identification cards as needed.

2. Make a small house from construction paper for each student and tack them to the bulletin board with their names on them. When a student learns to correctly write his address he gets to take his house home.

3. Make a class directory. Each student should enter his name and address in the directory. It should be done in his best handwriting and copies should be made for distribution or display.

1034

1033

CONTENT: Proofreading and Editing Skills--Spelling, Letters

OBJECTIVE: The student will recognize, identify and match letters.

SKILLS:

Identifies and matches letter names of the alphabet in upper and lower case	K-1	1***
Recognizes (by pointing out) that some words begin with the same letter	K-1	1***

ACTIVITIES

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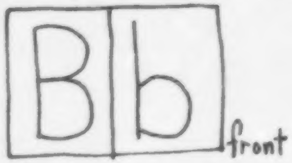
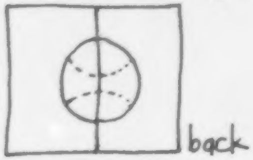
1. Make alphabet card puzzles. Put uppercase and lowercase letters on the card. On the back glue a picture of something which begins with the letter. Cut the cards in half between the letters. The student matches the letters and checks by seeing if the picture is completed on the back.

Example:





2. Assign a student each day to circle the words in the class news that begin alike. Use several colors of chalk. Initially you may want to specify letter words. "Today find all the words that begin with B, or b, T or t, and L or l.

3. Print a poem, basal story, or choral reading on a large piece of chart paper. Share and discuss the work. Ask individual students to: circle in red all the words that begin like this word (point to a word), place a dot above all the words that begin with an m (indicate an m word),put a black line under words that begin with a capital or small r, etc. Encourage students to repeat their direction before acting. Incorporate color, position, and shape words in your commands as well as pointing out letter configurations and names.

4. Make blank books in the shapes of letters (begin with lowercase letters). Students locate words that begin with the letter of their booklet and copy them on the blank pages. As students become familiar with a variety of letters and print types, they may find and cut words from magazines and newspapers.

1036

1035

CONTENT:	Proofreading and Editing Skills--Spelling, Letters		
OBJECTIVE:	The student will write the letters of the alphabet.		
SKILLS:	Copies the letters of the alphabet in uppercase and lowercase	K-1	1***
	Writes the letters of the alphabet from memory	1-3	3***

ACTIVITIES

1. Prepare and laminate models of individual uppercase and lowercase letters, the alphabet, simple sentences, and each student's first and last name. Organize a portable writing practice center in a box or plastic dish pan. Include the models and three or four media for practice. Vary media weekly to provide for differences and maintain interest. Materials may include: Paint and brushes, lined and unlined magic slates, classified ad newspaper sections, practice library checkout cards, markers and pencils of all sizes, corn meal and tracing pen, fingerpaint and paper, clay, transparencies, etc. (Project transparency models onto the chalkboard for tracing or copying with colored chalk.) Students may take the portable center to an area of the room or to their desks. As they work, encourage them to say letters as they form them. Name models will eventually be used to check practice rather than for direct copying.

2. Compose simple three or four word sentences utilizing basic sight vocabulary. Rule off a ditto into four lengthwise strips. Select one of the sentences. Draw blank lines on the first strip to indicate the letters and words in the sentence (see diagram). Use three additional sentences to complete the ditto. Run the ditto and cut off the first strip. Remaining strips may be used at other times. Tell the students that they have a magic strip. If they listen and follow directions carefully, a sentence will "appear." Dictate each letter of the sentence. Pause after saying each letter for students to record on the line. Use terms such as: first, last, capital, small, letter word, space, sentence, and period. Encourage prediction. Have several students read the completed sentence. Write the sentence on a transparency. Assist individuals with corrections. Now the students cut apart the letters and rearrange them in the original sentence. Provide the transparency model for reference. Let students glue their sentence on manila and illustrate. Students really enjoy silly sentences.

1. _ _ _ _ _ _ _ _ _ _ _ _ .
(Bob bakes bats)

3. Divide the class into two teams. The first player on Team I will be "It" first. He will write a letter on the board and the first player on Team II will write the letters which immediately follow the letter named. If he gets it correct, he becomes "It." Each team gets two points for each correct answer.

4. More advanced students might use the same activity and write the third and fourth letters on either side of the letter named.

CONTENT: Proofreading and Editing Skills--Spelling, Consonants

OBJECTIVE: The student will write the letter(s) that spell the initial or final sound(s) in a given word.

SKILLS:	Writes the letter that spells the initial sound in a given word using the consonant letters	1-4	4***
	Writes the letter that spells the final sound in a given word using the following letters: b, d, f, g, k, l, m, n, p, r, s, t, v, z	1-5	5***
	Writes the letters that spell the initial sound in a given word using the following consonant blends: bl, br, cl, cr, dr, fl, gl, gr, pl, pr, sk, sl, sm, sn, sp, st, tr	2-6	6***
	Writes the letters that spell the initial sound in a given word using the following three-letter consonant blends: scr, spl, str, spr	3-6	6***
	Writes the letters that spell the initial and final sound in a given word using the following consonant digraphs: ch, ph, sh, th, wh, ck, ng	3-6	6***

ACTIVITIES

1. Let each child write as many words as he can that begin with the same letter as his name. The student who thinks of the most words gets a small prize.

2. Begin with a riddle such as: Jim likes Mary and Mike but not Tom or Sara. He likes marbles and mirrors but not guitars or drums. What are some other things Jim likes? The first student to write the answer then gets to make a similar riddle.

3. Collect a group of pictures that clearly illustrate several initial or final consonant sounds you have been studying. Discuss each picture. Place the pictures along the chalk tray. Write the word above each picture omitting the consonant letter. Together decide what letter would be needed to complete each word. Read each picture from left to right emphasizing the initial or final sound. After several sounds have been introduced and reinforced, students will enjoy the following activities:

1041

1042

a. Provide each child with a strip of paper with ten squares. Hold up one at a time ten picture cards previously discussed. Students write the letter that spells the sound in the squares. As more sounds are introduced and practiced, you may give words orally, omitting the visual aid. Taped lessons may be made for added small group or individual practice.

b. Divide students into two teams. Seat them on the floor behind one another facing the chalkboard. Show one of the picture cards previously discussed. The first student to get to the board and write the correct consonant wins a point for his team. Later, use words and pictures that have not been introduced but have the same consonant sounds.

4. Build a class reference word wall. After discussing experiences such as a field trip, filmstrip, story, etc., record appropriate vocabulary on a chart. Words may be categorized by nouns, verbs, adjectives, and adverbs or names, movement, and description. As students contribute words for the class chart, encourage them to assist with spelling. This is an excellent opportunity to apply phonic and spelling generalizations. "We talked about many animals today. Someone told us about a tiger. Is tiger a name of something, how something moves, or a describing word? Yes, it's a name. Sue, can you help me spell tiger?" Listen for the first and last sounds. Include blend and digraph spellings when appropriate. Students may work in groups to write words in categories.

5. After students have had an opportunity to practice and apply spelling rules, have weekly spelling relays. Select fifty words from word wall, charts, or basal vocabulary lists. Write each word on a card and underline the initial or final consonant blend, or digraph. Divide the class into two teams. Line them up facing the chalkboard. Draw one of the word cards and request the letter(s) for the underlined sound. For example: "Boat. Write the letter that represents the sound you hear at the end of boat." The first team members in line step to the board and record their answer. Each correct response earns a team point. You may provide for individual differences by choosing word cards that reflect each pair's ability.

6. Write the following three-letter consonant blends on the board: scr, spl, str, spr. Ask the students to write as many words as they can which begin with one of these blends. This may be a timed activity with the winner being the person getting the most words in a given length of time. Be sure to check for accuracy.

7. Use the words in writing a collection of couplets or some other poetry form. For example:

Spring brings puddles on sidewalks and street.
Puddles just right for splashing feet.

Black cats - stretching, strolling, streaking in the night.
Black cats - make me scream with fright.

CONTENT: Proofreading and Editing Skills--Spelling, Variant Consonants

OBJECTIVE: The student will spell common words with variant sounds of c and g.

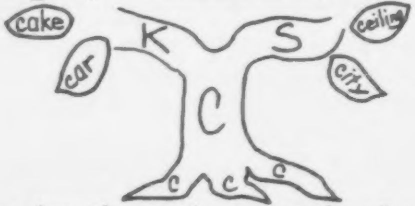
SKILL: Spells common words with variant sounds of c and g as cat and cent, gentle and go. 2-6 6***

ACTIVITIES

1. Involve students in compiling lists of words that begin with the initial consonant c or g. Categorize words such as ca, co, cu, ce, ci, and cy. Guide students to make generalizations about the variant sounds of c and g. Encourage students to add to the lists as they encounter further examples. Choose four to learn to spell.

2. Play a game in which a child is given two cards, one labeled hard and one labeled soft. When a word is called the child holds up a card indicating the sound heard. If he is correct, he may write the word on the board.

3. Students may prepare a bulletin board featuring the variant sounds of c. One suggestion might be a divided tree growing from a system of roots. The roots may be marked c and the tree trunks k and s. Words illustrating the sounds of c may be written on leaves. Use the tree as a spelling resource.



4. Follow the basic procedure above for the variant sounds of c and g. In compiling the lists, however, have students find examples in a story, basal, poem, or choral reading. Encourage students to make the generalization for the hard and soft sounds of c and g. Make flash cards from the words compiled by the group. Students may use the cards to categorize words by hard and soft c and g as a spelling resource, or spelling practice. After added study of the word lists, prepare simple sentences for dictation. Let students check their own work.

5. Extend the concept of c and g as variant sounds by having students write and illustrate alliteration sentences or phrases. (Certain cities celebrate circuses.) It may be helpful to share poetry or Dr. Seuss stories as examples.

CONTENT: Proofreading and Editing Skills--Spelling, Consonants

OBJECTIVE: The student will spell words with silent consonants.

SKILLS: Spells words with silent consonants: kn, wr, gn 3-6 6***

ACTIVITIES

1. Prepare a list of several words that have a silent initial consonant (kn, wr, gn). Words should be in the students' listening vocabulary but not mastered spelling words. Suggested words include: gnarl, gnome, wrench, wreath, knife, knock. Tell the students that you want them to help you write some new words. Say the first word--gnarl. "Has anyone heard of this word before?" Encourage students to clarify meanings. Define unknown words. "Can someone help me spell gnarl? Elicit students spelling for the words recording them on the board or transparency. "Do we all agree on these spellings?" Direct the discussion toward understanding that some consonant combinations are difficult to enunciate so the first letters are not sounded. Rewrite the words. Let students try to pronounce the silent consonant letters. Cross out the silent consonant in each word. Let students contribute additional words to the list. Make a poster entitled, "Watch Out for Sneaky Consonants--They Don't Make a Sound." Divide into three columns. Label each with a silent consonant letter spelling. As students encounter additional examples in daily activities and reading, they may record them on the chart.

2. Give a "sh!" spelling test. Have students number from one to ten as for a regular spelling test, but instead of just calling out the word, spell the word orally for the child omitting the silent letters and saying "sh!" in their place. For example, say gnome; then say sh n o m sh. The student writes the word, filling in the silent letters.

3. Make up or read from a book a paragraph including words with silent consonants (kn, wr, gn). Read the paragraph aloud slowly, emphasizing the words with silent letters. Students are asked to hold up their hands when they hear the words. The first student to raise his hand may write the word on the board. As a follow-up the children may write paragraphs or sentences and read to the group in a similar manner.

CONTENT: Proofreading and Editing Skills--Spelling, Vowels

OBJECTIVE: The student will write the letter that spells given vowel sounds.

SKILLS:			
	Writes the letter that spells the long vowel sound in a given word, as a in gate, e in be, i in five, o in low, u in tune	1-5	5***
	Writes the letter that spells the short sound in a given word, a in bat, e in met, i in pin, o in hot, u in up	1-5	5***
	Writes the letters that spell the sound in a given word using the following digraphs: ai in paid, ay in play, ea in each, ee in meet, oa in boat	3-6	

ACTIVITIES

1. Trace a picture of a long-bodied animal and a short-bodied animal from oaktag or cardboard. (Ex.: kangaroo, koala bear). Mount them on the bulletin board like a pocket. Print on small cards words with long and short vowel sounds. Be sure to include words with digraphs which have the long vowel sound such as play, paid, each, boat, meet. Ask the students to take turns placing the cards in the correct pockets, or have students write the words in a list under the correct vowel sound.

2. Ask the students to number their papers. As you call out short, one-syllable words they are to write the vowel they hear.

3. Divide the class into two teams. Call out words as you would in a spelling bee, and each contestant will write the vowel sound he hears on the chalkboard. If a student misses a sound he should be allowed to stay in the game and the captain of the opposing team chooses a member from the other team as a forfeit.

CONTENT: Proofreading and Editing Skills--Spelling Patterns

OBJECTIVE: The student will spell phonetically regular words with the VC final e and the CVC spelling patterns.

SKILLS:

Spells one-syllable words with the VC final e spelling pattern, as plate, use, mile 2-6 6***

Spells correctly phonetically regular words with the CVC pattern, as a in cat, ran, map, e in set, men, yes, i in big, him, sit 1-5 5***

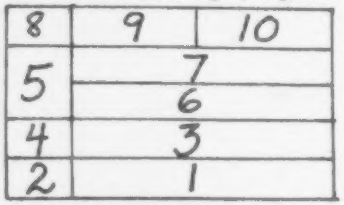
ACTIVITIES

1. Each child should have a cigar box with flannel attached to the inside of the lid. The box should contain squares of tagboard with an alphabet letter written on each one. Common letters and the vowels should be repeated on several cards.

   Call out a word for each child to spell on his flannel board. The child holds the flannel board so you can check his spelling. If the word is misspelled, help the child spell it correctly.

2. Distribute letters of the alphabet to the class so that each child has one or more letters. Call out a word. Each child who has a letter contained in the word comes to the front of the room. They arrange themselves in the right order and the rest of the class checks to make sure the spelling of the word is correct.

3. Collect the following materials: bean bags, spelling words on 3" x 5" cards, and a toss board.



   Divide the children into groups. A child from one group tosses the bean bag. A student designated as leader calls out a word from the spelling word stack. If the child spells the word correctly his team gets the points shown on the toss board. He then goes to the end of the line. If he misses the word, no points are given and he goes to the end of the line. Then the next team has a turn. After a given time or a given number of spelling words, the game is over with the team scoring the most points the winner.

CONTENT: Proofreading and Editing Skills--Spelling, Variant Vowels

OBJECTIVE: The student will spell words with variant vowel sounds.

SKILLS:	Spells words with variant vowel sounds of $\hat{o}$ as in ball, saw, caught; $\overline{oo}$ as in food, moon, pool; $\breve{oo}$ as in book, foot, stood	3-6	6***
	Spells common words with sounds of diphthongs oi as in oil, oy as in toy, and ou as in hour	4-6	
	Spells correctly words controlled by r as ar in star, er in her, ir in bird, ur in fur, or in for	4-6	
	Spells words with soft endings, as el in shovel, le in single, al in special	4-6	
	Spells correctly common words containing ie, ei, as in believe, receive, deceive	4-6	

ACTIVITIES

1. Begin a lesson with a guided oral discussion. Prepare a list of words pertaining to the spelling pattern to be taught. Present the words on the board and discuss their likenesses. Lead the students to discover for themselves the spelling patterns, and add to the list of words already presented.

2. This activity should help students learn inductively the spelling generalization: I is usually written before e except after c when the long sound of e is produced. Place a list of words before the students. Ask them to pronounce the words and tell what sound the vowels have. The students will look at the words and notice the letter that precedes the ie or ei.

Students will list what letters precede the vowels:

Example:

Before ei	Before ie
c (deceive)	l (believe)
c (conceit)	p (piece)
c (receipt)	l (relief)
	s (siege)
	r (priest)

Discuss the findings and make the generalizations collectively.

3. Present words with soft endings such as el in shovel, le in single, al in special. Ask the group to look up these words in the dictionary and make generalizations concerning the pronunciation of the last syllable.

4. Present a list of sentences with missing words which contain the vowel pattern being studied. The students will use contextual clues to fill in the blanks.

5. Play "Variant Vowel Tic-Tac-Toe." Instead of marking squares with x and o, each student is given a vowel pattern such as r controlled vowels, variant o, etc. The student writes a word with that sound instead of x or o in the squares.

bird		book
	moon	
		car

CONTENT: Proofreading and Editing Skills--Spelling, Sight Words

OBJECTIVE: The student will recognize, identify, match, and/or correctly spell given sight words.

SKILLS:	Spells 23 high frequency words	K-3	3***
	Spells 36 high frequency words	1-6	6***
	Spells basic color words	1-3	3***
	Spells number names through 10	1-3	3***
	Spells days of the week	2-4	4***
	Spells months of the year	2-4	4***

ACTIVITIES

1. "The Human Typewriter": Reinforce and extend word walls and charts with the following total class activity. Prepare two or three sets of individual alphabet cards. Print the uppercase letters on one side and lowercase on the other. Laminate. Print words from class charts, basal, texts, or student names on strips of paper. Seat students in rows facing the board. Select a typist. Give each student all cards for one or two letters as they are passed out. (You may wish to be selective.) Tell students that they will be typing words or names they have been studying. The typist takes a word strip and spells orally, indicating capital or small letter. The student holding the letter called presents it to the typist who displays it along the chalk tray. When the word is complete, the typist calls on a volunteer to read. If correct, he then becomes the typist.

2. Prepare a flannel board covered with the basic colors in patchwork fashion. Fashion letters of the alphabet of some material which will cling to the flannel board and hand them out to the students. Ask them to use their letters to spell a color word and place them on the appropriate portion of the flannel board.

3. Ask the students to write short sentences using the names of the days of the week.

   Example: On Wednesday we read aloud.
   On Monday we have new words.

4. Distribute sheets of construction paper, glue, and yarn or glitter. Students will write the names of the months with glue and then cover with yarn or glitter. Events during that month or symbols associated with that month may be drawn around the name.

CONTENT: Proofreading and Editing Skills--Spelling, Sight Words

OBJECTIVE: The student will correctly spell given sight words.

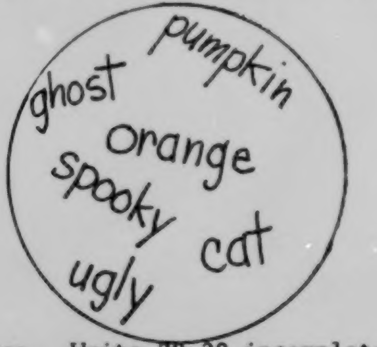
SKILLS:

Spells number names through 100	1-6	6***
Spells holiday words and seasons of the year words	1-6	
Spells school and community words	1-6	
Spells content area words	4-6	

ACTIVITIES

1. Make holiday word charts to stimulate creative writing and assist with spelling. As holidays such as Halloween, Thanksgiving, and Christmas approach, share seasonal filmstrips, stories, choral readings, and poems with students. Discuss and clarify words that tell about the holiday. List vocabulary on the board. Include the names, movements, and descriptions of the holidays. Make a large word chart. Transfer vocabulary (see illustration). Involve students in reading, spelling, and clarifying vocabulary daily. For example:

   Match a word card with the words on the chart.
   Point to and read all the color words.
   Find a specific word--cat, orange.
   Find the word that rhymes with...
   Read the chart together.
   Tell about a specific word--"What is a witch?"
   Find and spell the word black.



   Encourage students to use the chart as a spelling resource. Write 20-30 incomplete sentences about a holiday or several holidays. Example: Orange and __________ are the Halloween colors. Witches come out on ______________. Read a sentence to the group. Call on someone to come to the board and spell the missing word correctly. (Some students may find one word on the chart then write or copy it.) Students at their seats record on paper. Students may check their answer with the board. This may also take the form of a spelling bee. Variation: Include days of the week, months of the year, etc.

2. Set up an area in the classroom for independent spelling study. Display word categories for self-study. Include a list for each of the following: number names through 100, holiday words,

seasons of the year, school and community words, and content area words. Make a class chart listing students and each appropriate category of words. Students study and practice word lists independently. When a student thinks he has mastered the words on one of the lists, he writes his name on the board and indicates the category for which he wants to be tested. Assign another student to call out the words. (Taped testing session may also be used.) Use the standard spelling procedures: say the word, use it in a sentence, then say the word again. If all words are spelled correctly, the date is indicated under the appropriate category on the class chart. Students are then responsible for using the correct spellings in their daily work. Occassional reviews may take the form of simple sentence dictations.

3. Line students up by calling out words for them to spell. If the word called is spelled correctly, the student gets in line. Some students may be able to spell orally, others may need to write down their word first. Students may select a category of the day. Words called that day must come from the selected list. Students will be eager to practice ahead.

4. Write on flash cards various words the class is studying. As a student volunteers for duties such as washing the board, carrying messages, and distributing materials have them "earn" the privilege (spell correctly the top five word cards).

5. Fill a container with "Alphabits" (breakfast cereal) or alphabet macaroni. Students practice their spelling skills through the following:

    a. Scoop a quarter cup of "Alphabits." How many words can you make and spell correctly? Copy your words on paper for someone else to check or look for each word on class word charts or in a dictionary. Add up the words spelled correctly. Eat your words!

    b. Pick a partner. See who can make the longest correctly spelled word. Check your partner's word. Use word walls or the dictionary. See who can make the longest list of s words, color words, number words, one syllable words, root words, contractions, homonyms, compound words, words that "fit" a specified phonic or spelling generalization, etc. Glue down words to check category and spelling. Hand in.

    c. Compose a simple poem (couplet and cinquain). Have a partner check your spelling. Rewrite the poem by gluing alphabet letters to construction paper. Illustrate above the poem.

    d. Have students make simple category crossword puzzles by gluing down "Alphabits" or letter macaroni (see illustrations). Once the pattern is made, definitions for across and down can be written.

```
CATEGORY:  INITIAL CONSONANT B          BEE
                                        E
                                      BROWN
                                      O   D
                                      X
```

Possible categories: initial or final sounds, blends, digraphs, hard or soft sound of s or g, one or two syllable words, color words, words with prefixes, holiday words, vocabulary words from a specific unit, the states, etc.

e. Make a word for each letter of the alphabet. Glue them down in order to hand in.

CONTENT: Proofreading and Editing Skills--Spelling, Abbreviations

OBJECTIVE: The student will be able to spell common abbreviations, such as Mr., St., Jan., Mon.

SKILL: Spells common abbreviations, as Mr., St., Jan., Mon. 3-6

ACTIVITIES

1. Make a chart listing common abbreviations used in your class. The chart might begin with the following verse:

   The word abbreviation is a long one.
   That's true!
   But abbreviations will help you
   Shorten words when you need to be brief.
   Here are some abbreviations we have studied:
   (List)

2. Play "Abbreviation Old Maid." The game is played just as regular Old Maid, but pairs are formed by matching the word with its abbreviation.

3. Divide the group into two teams. The first member on each team comes to the chalkboard. A word is called out. The first student to write its abbreviation correctly gets a point for his team.

CONTENT: Proofreading and Editing Skills--Spelling, Verb Forms

OBJECTIVE: The student will spell the verb forms with ed and ing endings.

SKILLS:

Spells verbs with ing, as in going, playing	1-4	4***
Spells past tense forms of verbs with ed ending, as in walked, cleared, printed	3-6	6***
Spells verbs with ing in which the final e is dropped, as in write, writing	2-6	
Spells past tense forms of verbs with ed ending where the final e is dropped, as in noted, piped, cared	3-6	5***
Spells past tense forms of verbs with ed endings where the final consonant is doubled, as in dropped, spotted, batted	3-6	
Spells verbs with ing ending where the final consonant is doubled as in running, patting	2-6	

ACTIVITIES

1. Ask the students to look through magazines or books and find five words in which the final e has been dropped before adding ed or ing, five words in which the final consonant is doubled before adding ed or ing, and five words in which the root word is not changed before adding ed and ing.

2. Using the chalkboard or a chart, make three headings:

   Drop the e.
   Double final consonant.
   No change in root word.

   Call out words and ask the students to write them under the correct headings.

   Variation: Put these headings on a dittoed sheet and ask the students to work independently at their desks. Call out the words or supply the students with a list of root words.

3. Dictate spelling words in the traditional manner. All the words will have ed or ing endings. Students, however, write the word pronounced and then pass their papers to the next student. The student checks the spelling and makes a correction, if necessary. Then the next word is dictated, and the activity continues with papers passed after each word is written.

CONTENT: Proofreading and Editing Skills--Spelling Contractions

OBJECTIVE: The student will spell common contractions.

SKILL: Spells common contractions as can't, I'd, I'll 3-6 6***

ACTIVITIES

1. Print words and contractions for the word on pieces of oaktag or cardboard the size of playing cards. Make twenty word cards and then make a duplicate set of contractions so that twenty pairs of words result. Print one "Old Contractor" card. Distribute the cards and play as Old Maid.

2. Write on 2" x 3" strips of paper words from which contractions can be made, such as is not, should not, and I am. Tape the words on quart-size drink bottles. Provide an embroidery hoop. The game is for two players. Place the bottles in a triangular shape as bowling pins are arranged. The first player tosses the hoop and tries to "ring" a bottle. The player pronounces the words on the bottle and spells the contraction for the words. If the contraction is spelled correctly, the player receives one point. The game continues until all contractions are spelled correctly. The player who has the most points wins the game.

3. Present a selection to the class which contains many potential contractions. Ask the students to read through the selections, and underline those pairs of words which could be put together to form a contraction. On another sheet of paper the students should write the contractions.

   Example: I cannot go swimming today, but I will try to go tomorrow if it does not rain.

   can't I'll doesn't

CONTENT: Proofreading and Editing Skills--Spelling, Plurals

OBJECTIVE: The student will spell the plural forms of nouns.

SKILLS:

Spells plurals of nouns by adding s	1-3	3***
Spells plurals of nouns by adding es	2-5	
Spells words with final y changed to i before adding es	2-6	
Spells the plural forms of nouns ending in f or fe Example: thief, thieves knife, knives	4-6	
Spells the plural forms of nouns ending in o Example: tomato, tomatoes piano, pianos	4-6	
Spells the singular and irregular plural of common nouns involving internal vowel changes Example: man, men	3-6	
Spells the common words remaining the same in singular and plural forms as deer, sheep	4-6	

ACTIVITIES

1. Print some cards with s, es endings. Place noun flash cards in the chalk tray. Let the children select the proper plural endings. Remember that if they use the ies ending, they must cover up the final letter of the word.

2. Conduct this game in the same manner as a spelling bee. Give singular words which the contestants must spell correctly in the plural form and use in a sentence. Students will show more interest if a loser is allowed to stay in the game and the captain of the opposing team chooses a member from the other team as a forfeit.

3. Present a selection with a number of misspelled plurals. Ask the students to proofread and correct the mistakes. For advanced students, this should be a rather long selection with many misspellings.

1071 1072

CONTENT: Proofreading and Editing Skills--Spelling, Compound Words

OBJECTIVE: The student will spell common solid and open-form compound words as well as the singular and plural forms of common hyphenated words.

SKILLS:	Spells common solid compound words, as sidewalk, airplane	3-5	5***
	Spells open-form of compound words as ice cream, fountain pen	4-6	
	Spells correctly the plurals of common open-form compound words, fountain pens, ice creams	5-6	
	Spells common hyphenated compound words, as drive-in, brother-in-law	5-6	
	Spells the plurals of common hyphenated compound words with nouns, as brothers-in-law	5-6	

ACTIVITIES

1. Cut strips of paper about 2" x 10". Print solid and hyphenated compound words on them. Cut the strips apart between the two small words. Cut them as you might do a jigsaw puzzle:

   side walk

   Give each student several single words and let them work together to find a match.

2. On the board list three or more words, each of which can be used as part of a great number of compound words. (Example: house, some, book) Tell the class to list the three words shown on the board. In a column under each word write all the compound words they can think of that contain that word. For example, under house he might write houseboat, housewife, greenhouse, etc.

3. Go over with the students the rules for hyphenation. Have displayed on a bulletin board the rules and some examples. Stress the use of the dictionary when there is some doubt about the use of the hyphen. Have students locate other examples of the rules.

4. Focus attention on compound words by challenging students to construct word chains. Begin with one solid compound word. The second word of the compound word becomes the first part of the following word. Students will want to use a dictionary for help. Example: railroad, roadside, sidewalk, walkway, wayside, sideward, etc.

CONTENT: Proofreading and Editing Skills--Spelling, Affixes

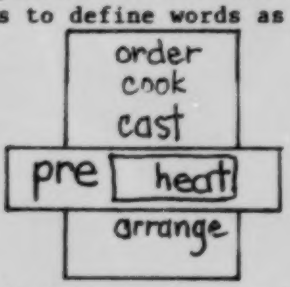
OBJECTIVE: The student will be able to spell correctly words containing prefixes and suffixes.

SKILL: Spells correctly words containing prefixes and suffixes 4-6

ACTIVITIES

1. Ask the students to read a basal-text story, list words from the story that contain affixes, and circle the root word. Then ask them to use each affixed word in their own sentence.

2. Select prefixes or suffixes and write them on word slides (+ - scopes) as illustrated below. Ask students to define words as they are formed on the slide.


order
cook
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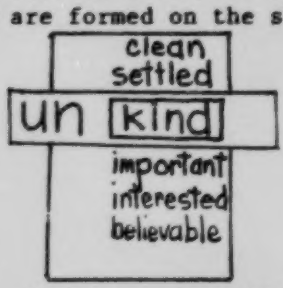
clean
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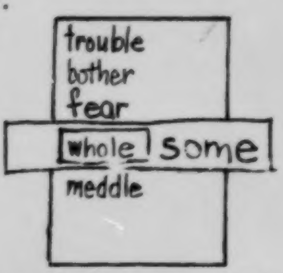
trouble
bother
fear
whole
some
meddle

3. Ask students to write on one set of flash cards affixed words from a basal-text story. Ask them to write on another set of flash cards the root words for the affixed words. The cards can be joined with yarn and suspended from wire to make a mobile.

CONTENT: Proofreading and Editing Skills--Spelling, Comparative and Superlative Adjectives

OBJECTIVE: The student will spell the superlative and comparative forms of adjectives.

SKILL: Spells correctly the superlative and comparative forms of adjectives such as easy, easier, easiest 5-6

ACTIVITIES

1. Use actual objects to show comparative and superlative forms of words. For example, have three balls to show "big, bigger, biggest"; three books to show "thick, thicker, thickest"; etc. Label the objects.

2. Have students collect objects to show the forms for "long, strong, cold, hot, high, noisy, sharp, wide, cold." Each student will label his set of objects.

3. Give students an adjective. Have them write and illustrate the comparative and superlative forms.

4. On the chalkboard or overhead projector, write a list of words which can be compared. Let the students supply the comparative and superlative endings "er" and "est" for each one. This can be an oral or written activity.

   Divide the group into two teams. As a word is given, each player must respond by spelling the comparative and superlative forms. If he misses, the player must go to the other side. The team with the most players at the end wins.

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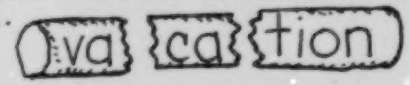
CONTENT: Proofreading and Editing Skills--Spelling, Syllables

OBJECTIVE: The student will recognize and spell words of three syllables.

SKILL: Recognizes and spells basic words of three or more syllables 5-6

ACTIVITIES

1. Make a tootsie roll or some other candy and duplicate it. Have students write three syllable words on the tootsie rolls, and cut between each syllable. Mix the syllables up. Students reconstruct the tootsie roll and spell the word orally by syllables. When a student has mastered a given number of words, he could be rewarded with a real tootsie roll.



2. Play "Football Spelling." Choose a referee, a linekeeper and two quarterbacks. Divide the rest of the class into two teams. Each member of the team and the referee have a dictionary. On small footballs have three syllable words. The quarterback selects a football and passes a word to one of his players. The player must spell the word, give the definition and use it in a sentence. If he does this without using the dictionary, the pass is complete for a first down. If a player on the defensive team thinks he is wrong, he may challenge him. If he can prove him wrong, it is an interception. If the member cannot spell, define, and use the word or if he is challenged, both teams and the referee look up the word within a time limit. If a member of the offensive team spells, defines, and uses the word before the time limit expires the team advances three yards. If he spells and defines it but cannot use it, they advance two. If he spells it but does not define it, they only advance one yard. If the team does not get a first down in four tries the ball goes over to the other team. Play continues in the same way. Variation: To simplify the game, spelling only may be required.

3. Make a "Spill and Spell Sponge Game" by cutting sponges into 13 cubes with letters of the alphabet on the 78 different sides. The chart below gives the configuration of the blocks and the numbers of the blocks with each set of letters. Each student has three minutes to make as many three syllable words as possible. A recorder writes down the words that are formed and checks the spelling of those that are questionable. The first student to get 50 words is the winner.

VOWEL BLOCKS

(1)	A	E	E	I	O	Blank	(4)	A	E	E	I	O	Y
(2)	A	E	E	Y	O	Blank	(5)	A	A	E	I	O	U
(3)	A	E	W	I	O	Blank	(6)	A	E	I	I	O	U

CONSONANT BLOCKS

(1)	D	H	M	Q	S	X	(5)	B	F	J	N	R	T
(2)	D	H	M	Q	S	W	(6)	C	G	L	P	R	N
(3)	D	H	N	R	S	Z	(7)	C	G	L	P	S	W
(4)	B	F	K	N	R	T							

CONTENT: Proofreading and Editing Skills--Spelling, Syllable Division

OBJECTIVE: The student will recognize and use the patterns of words to divide words into correct syllables.

SKILLS: Recognizes and uses the patterns of words to divide words into correct syllables: VV (li/on), VCV (ti/ger), VCCV (pic/nic) 5-6

ACTIVITIES

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1. Doctors of Syllabic Surgery. Print two-syllable words on a transparency. Surgeons (students wearing surgical masks) analyze the patient (look at the vowel-consonant patterns of a word) and decide where to make the incision (divide the word into syllables). The head surgeon (one student) steps to the operating table (overhead projector) and makes the incision (divides the word with a transparency pen). The consulting team (class) decides if the head surgeon (individual student) made the incision properly (divided the word into syllables correctly).

2. Make fish-shaped cards (2½" x 4½"). On each card write a two-syllable word. Attach a paper clip to the tail. Place mixed up cards, word down, on a table. With a magnet, pick up a fish. Look at the word, say it by applying known rules, and tap out the syllables.

3. After much practice in drawing lines from one syllable to another to make words, have students make their own puzzles with jumbled syllables and have their classmates solve them.

Example:

cat
fin
kit
a
hy
ci

der
tle
corn
ten
ish
phen

CONTENT: Proofreading and Editing Skills--Spelling, Homonyms

OBJECTIVE: The student will spell and use correct homonyms.

SKILL: Spells and uses correct homonyms 4-6

ACTIVITIES

1. A list of the homonyms being studied is written on the chalkboard, or on a chart. A child stands in front of the group and says, "I am thinking of a word that is a color." He chooses a child to guess the word. The chosen child says, "Is the word blew, b-l-e-w?"

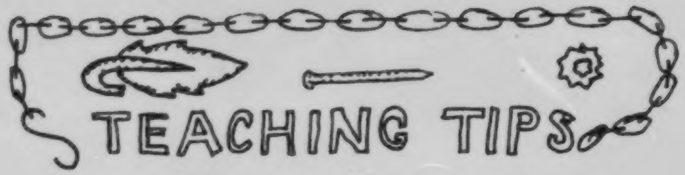
   The leader says, "No, it is not blew, b-l-e-w." He chooses another child to spell the word until it is spelled correctly. The chosen child should turn his back to the list as he spells the word. The child spelling the word correctly becomes the new leader.

   Both the leader and the child chosen are getting spelling practice.

2. Give the students a sheet of sentences in which words have been left out. The missing words in each sentence are homonyms. The goal is to guess the words and fill them in, including spelling them correctly.

   Example: Who ____________ how to twitch his ______?
   knows nose

3. For more advanced students the teacher may dictate sentences which include homonyms. This should be done only after the words and their spellings and meanings have been carefully studied.



MECHANICS OF WRITING
(Capitalization and Punctuation)

The mechanics of writing, capitalization, and punctuation, are tools used to make written language more readable for others. Instruction in these areas should be an integral part of the total writing experience. Skills taught in isolation from content or the composition process are meaningless (Fisher, 1977).

Students should be encouraged to first write down their thoughts and ideas. After the student is satisfied with the quality of the content, emphasis is given to the proper placement of punctuation and capitalization.

The need to learn specific skills parallels the student's writing needs. Older students whose language patterns are more varied and complex require more complex skills.

Some ways to help students learn and use punctuation and capitalization skills are:

1. Model correct usage. While writing on the board, call attention to capitalization and punctuation as it is written and tell why it is needed.
2. Remember that instruction should be an integral part of the student's writing. Have students read their writing aloud in order to hear intonations and pauses that indicate a need for punctuation and capitalization.
3. Keep a chart or have students keep their own rule book with the rules that they are learning.
4. Keep a skills checklist, noting areas of difficulty for each student. Give small group instruction to students having similar needs.

CONTENT: Proofreading and Editing Skills--Capitalization

OBJECTIVE: The student will capitalize names of persons and pets.

SKILL: Uses the capital letter at the beginning of proper nouns: persons and pets 1-3 3***

ACTIVITIES

1. Write a story on the board similar to the one below. Direct students to read it silently and circle the names of all persons and pets. Discuss how to write names using capitals.

   A Walk Through the Park

   Mary and Jane are very good friends. Everyday they take their dogs, Missy and Princess, for a walk through the park. One day as they were walking they saw their classmates, Tom and Mark. Mark was in a tree trying to get Fluffy to come down. Fluffy was afraid of Tom's dog, Duke, who was sitting at his master's feet growling angrily.

2. Have students write a story about pets. Motivate students by reading "Too Many Bozos" or another story about a variety of pets.

3. Make a booklet, "Our Class Pets." Let each student write about his pet and something interesting that happened to them.

CONTENT: Proofreading and Editing Skills--Capitalization

OBJECTIVE: The student will capitalize proper nouns and adjectives.

SKILLS:	Uses the capital letter at the beginning of proper nouns: days of week, months of year, holidays	K-2	2***
	Uses the capital letter at the beginning of proper nouns: addresses (streets, towns, states, countries)	K-3	3***
	Uses capital letters correctly for proper nouns and adjectives	3-6	
	Uses the capital letter for names of languages and peoples	3-6	
	Uses the capital letter for religions, religious organizations, political parties, specific clubs, and businesses	4-6	

ACTIVITIES

1. List the following sentences on the board and instruct students to underline the proper noun once and the proper adjective twice.

   a. Mary does not like Spanish rice.
   b. John frowned as he tasted the French dressing.
   c. A Norwegian dance was demonstrated by Karen.
   d. An Italian movie is playing at the Ritz.

2. After students have acquired knowledge about capitalization, have them correct capitalization errors in the following story:

   President carter lives in the white house in washington d. c. Each tuesday he eats cajun red bean soup at the capitol restaurant with senator johnston. To discuss national affairs, each day he meets with vice president mondale. He jogs each week on constitution avenue to keep physically fit.

3. When students have corrected a few sentences, paragraphs, and stories for correct capitalization select several story titles of local interest and let students write a story of their own utilizing correct capitalization. If additional help is needed have a brain-storming session with class with applicable words listed under each title.

CONTENT: Proofreading and Editing--Capitalization

OBJECTIVE: The student will capitalize the first word in a sentence.

SKILL: Uses capital letters at the beginning of sentences 1-3 3***

ACTIVITIES

1. After students have become familiar with capitalization by writing their stories on the chalkboard and mentioning that beginnings of sentences need capital letters, prepare a worksheet of sentences minus capitals. On the bottom of the sheet write capital letters to be cut and pasted where needed at the beginning of each sentence.

2. Using an overhead projector write correctly several sets of sentences to illustrate a capitalization rule. After students see and say the words that should be capitalized, other sentences can be written for students to observe and then correct.

3. Have children write a sentence about themselves and a friend using proper capital letters. This activity can be expanded into a paragraph. Remind students to proofread for proper use of capital letters.

CONTENT: Proofreading and Editing Skills--Capitalization

OBJECTIVE: The student will capitalize the word I in sentences.

SKILL: Uses a capital letter for the pronoun I 1-3 3***

ACTIVITIES

1. Hold a class discussion about students' families. On the board write sentences composed from the discussion:

   Example: I have a mother. I have a father.
   I have a brother and a sister.
   I have a dog.
   I have a grandmother and a grandfather.
   I have an aunt.

   Direct students to draw a picture of the characters in the sentences which apply to each student, and then copy those sentences from the board that describes his picture.

2. Show several objects to class, i.e., a pencil, an eraser, a ruler, a book. Have students write "I" sentences telling what they can do with the objects.

   Example: I can erase with an eraser. I can read a book.

3. Write a simple sentence on board. Have students help build a pyramid by adding to it.

   Example: I saw a boat. I saw a big boat. I saw a big white boat. I saw a big white tugboat. Yesterday I saw a big white tugboat. Yesterday I saw a big white tugboat in the bayou.

   Prompt students to help them expand the sentences by asking:

   1. What did you see?
   2. What size was it?
   3. What color was it?
   4. When did you see it?
   5. Where was it?

CONTENT: Proofreading and Editing Skills--Capitalization

OBJECTIVE: The student will capitalize initials

SKILL: Uses capital letters correctly in initials 1-3 3***

ACTIVITIES

1. Have students bring in objects or pictures of objects that have been monogrammed--towels, silver, rings, glasses, stationery, etc. Have students design a bookmark, placemat, or any other object with their initials.

2. Put all students' names in a container. Students take turns drawing a name and saying something nice about that person which will also give a clue to his or her identity. The other students write on magic slates the initials of the person they think the clue identifies.

3. Have students write the initials of their favorite TV or movie personality, a famous athlete, former president, a book character, recording artist, etc. Share responses.

CONTENT: Proofreading and Editing Skills--Capitalization

OBJECTIVE: The student will capitalize abbreviations.

SKILLS:	Uses capital letters correctly in the abbreviations--Mr., months, St., Rd., Ave., days of week, post office	2-3	3***
	Uses capital letters correctly in the abbreviations of military, professional titles, B.C. and A.D.	6	

ACTIVITIES

1. Write sentences on the board similar to the one below. Instruct students to circle all words in the sentences that can be abbreviated. Give students cards with abbreviations to tape over the words.

    a. Mister Jackson's birthday is in February.
    b. The band will practice every Tuesday, Wednesday and Friday during July and August at Tommy's new address, 5623 Ben Jai Avenue.
    c. Professor Green, Senator Wayne and President Collins are very close friends.

2. Write words that can be abbreviated on cards. Write their abbreviations on separate cards. Distribute the cards to students and have them find matching pairs.

3. On a worksheet have students draw a line from the word(s) on the left to its abbreviation on the right.

Sergeant	A.D.
Doctor	B.C.
Professor	Gen.
Senator	P.M.
Before Christ	Rev.
President	Sgt.
Anno Domini	Sen.
Afternoon	Dr.
After Christ	Pres.
General	A.M.
Morning	A.C.
Reverend	Prof.

After the exercise have students write sentences correctly using the abbreviations.

CONTENT: Proofreading and Editing Skills--Capitalization

OBJECTIVE: The student will use the words aunt, uncle, mother and father in sentences as titles.

SKILL: Uses capital letters correctly in the title of persons (Mother, Father, Aunt, Uncle) 1-6

ACTIVITIES

1. Have pupils divide a sheet of paper into four equal sections and draw a picture of their mother, father, an aunt and an uncle. Under each picture, pupils are to write one sentence and use the words mother, father, aunt, and uncle as titles.

2. Discuss the children's families and their titles. Using an overhead projector, write as students dictate sentences, utilizing the various titles. After students see and say the titles that should be capitalized, other sentences can be written for students to observe and correct.

3. Have students write a creative story about their family. Use the words mother, father, aunt and uncle as titles.

CONTENT: Proofreading and Editing Skills--Capitalization

OBJECTIVE: The student will write addresses correctly.

SKILL: Uses capital letters correctly for titles used in addresses or part of a proper name (President, General) 1-6

ACTIVITIES

1. Make a guest list of persons from the past or present to attend an important event.

2. Give each student two envelopes or have students make two envelopes from sheets of paper. Have students address the envelopes to famous presidents or generals. Their home addresses should be the return addresses.

Example:

General George Washington
Commander-in-Chief
Valley Forge

President and Mrs. Ronald Reagan
1600 Pennsylvania Avenue
Washington, D. C.

3. Have students work, with help, the following puzzle from left to right:

1												▨	▨	▨	▨	▨
2																
3												▨	▨	▨	▨	▨
4															▨	▨
5													▨	▨	▨	▨
6														▨	▨	▨
7													▨	▨	▨	▨

1. Civil War Southern general (General Lee)
2. Our United States leader (President Reagan)
3. Inventor of polio vaccine (Doctor Salk)
4. Our Louisiana leader (Governor Treen)
5. Tommy's father (Mister Jones)
6. Pilots a tugboat (Captain Smith)
7. Our senator in Congress (Senator Long)

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1102

CONTENT: Proofreading and Editing Skills--Capitalization

OBJECTIVE: The student will write titles of books, poems, reports and stories correctly.

SKILL: Uses capital letters for titles of books, poems, reports and stories 1-6

ACTIVITIES

1. Have students keep a record of all the books they read throughout the school year. A suggested name for the list of books might be My Reading Record Book. Students should include the title of the book, the author's name, and a comment about the book. Occasionally, check for correct usage of capital letters.

2. Permit pupils the opportunity of expressing their feelings poetically on various occasions. Check for errors in capitalization and punctuation. Record each poem on a 3" x 5" or 5" x 7" index card and file for later use. During a quiet period or on a rainy day, permit students to read their poems orally.

3. Assign written reports to pupils on a given unit of study. Check for correct usage of capital letters, especially in the titles of the reports. Compile the reports in a booklet and make a Table of Contents, calling attention to correct usage of capitals in the titles.

CONTENT: *Proofreading and Editing Skills--Capitalization*

OBJECTIVE: The student will use capital letters in outline.

SKILL: Uses capital letters appropriately in outlines 4-6

ACTIVITIES

1. Make a model of both a sentence and topical outline. Put some capital letters in red so they will stand out. Guide students in establishing rules for capitalization in outlines. Let students help correct the rest of the outline.
2. Write a sample outline on the board with no capitals. Have students come, one at a time, and put capital letters in the appropriate place.
3. Have the students make an outline of a process such as making a toy, cooking a food dish or washing a dog. Check the student's paper for correct use of capital letters. Compile into a booklet called "How to..."

CONTENT: Proofreading and Editing Skills--Capitalization

OBJECTIVE: The student will capitalize parts of a letter.

SKILL: Capitalize the heading, salutation and closing of letters appropriately

1-6

ACTIVITIES

1. Write frequent letters to students congratulating them or praising them for good work or behavior. Model correct letter form and sometimes call attention to specifics about form. Have students practice writing simple letters.

2. Write a model letter on poster paper for class discussion and teaching guide. Once the correct form and use of capitals have been presented have each student write his own letter. The student should proofread and correct his letter using the model letter as a guide. Check the letter, mark errors and have the student make corrections.

3. Have students write a make-believe letter to a favorite book character. Content may include: questions they would like to ask the character, comments about the character's actions or behavior, things they have in common with the character.

CONTENT:	Proofreading and Editing Skills--Punctuation		
OBJECTIVE:	The student will recognize and use correctly punctuation marks at the end of sentences.		
SKILLS:	Uses periods after statements	1-3	3***
	Uses periods after command statements	3-4	4***
	Uses question marks	1-3	3***
	Uses exclamation marks	1-3	3***

ACTIVITIES

1. Point out to the students that all sentences have signals at the end. In written sentences punctuation marks are used. In oral sentences voice inflection is used. Have students read very simple sentences written in this manner.

QUESTION	STATEMENT
Will you be there?	I will be there.
Will you go swimming?	I will go swimming.

2. Select a short story to read to the students and then write the story on the board without punctuation marks. Discuss the need for punctuation marks.

3. Ask several students to construct a large period, question mark and exclamation mark out of poster board. Have three students hold the punctuation marks in front of them and make up a sentence that contains the mark they are holding. Other students and the teacher will judge the sentences. After all students have had an opportunity to participate, hold up the marks one at a time and have students write a sentence using the punctuation mark.

4. Ask the students to write three sentences about a subject. One sentence should be a statement of command, one a question, and one an exclamation. Make three burros, one with a period, one with a question mark, and one with an exclamation point. Have students place sentence strips in the correct blankets.

    1. Did we get any mail today? (question)
    2. Yes, and you will be so happy! (exclamation)
    3. Bring it to me, please. (command)

CONTENT: Proofreading and Editing Skills--Punctuation

OBJECTIVE: The student will be able to use the period after initials, abbreviations, and numerals and letter in an outline.

SKILLS:		
	Uses period after initials and abbreviations	3-6
	Uses period after numerals and letters in outline	4-6

ACTIVITIES

1. Display this poem as a reminder of when to use the period. Laminate and display in classroom.

   Mr. Period. That's me.
   I'm very important you'll agree.
   In reading and writing, too,
   I'm always there to help you-
       Get the meaning.
   I know a lot because you see
   Every sentence that tells something ends with me.
   I make your lists and outlines better.
   I follow every numeral and letter.
   Every initial and abbreviation
   Needs me for its punctuation.
   So whenever you have work to do.
   Remember me, and I'll help you!

   As you write outlines, initials, or abbreviations call attention to the use of the period. Have students formulate their own rules for when the period is used.

2. Prepare writing samples on a transparency with punctuation omitted. Have students fill in the needed punctuation with colored markers.

3. Have students write outlines or content requiring initials or abbreviations. Students might outline plans for a social function and then make a guest list incorporating abbreviated titles and addresses. Follow up by checking for correct usage of the period.

CONTENT: Proofreading and Editing Skills--Punctuation

OBJECTIVE: The student will recognize and use the period.

SKILL: Uses the period after dollars, before cents, and with decimals 4-6

ACTIVITIES

1. Using catalogs, let the children make their Christmas or birthday lists. Have them write each desired item along with the price.

2. Establish a grocery store with prices posted. Children take turns being cashier and totaling the items bought.

3. Have a train station with destinations to existing places. Children buy and sell tickets to places, using rows of chairs as trains. The train has a dining car. Children make menus and set prices. The waiter totals and students pay with checks.

CONTENT: Proofreading and Editing Skills--Punctuation

OBJECTIVE: The student will recognize and use the comma correctly with items in a series.

SKILLS:	Uses the comma with words in a series	1-3	3***
	Uses the comma with simple phrases and clauses in a series	6	

ACTIVITIES

1. On colored laminated sentence strips, write sample sentences using various colored felt pens, inserting commas after phrases and clauses. While you are in the process of writing the first sentence, insert the commas where they are needed and remind students of the necessity of the comma.

   Write a few more examples, then, accidentally, forget some commas and ask for help. Next, let students write some examples and let the rest of the class help. Then let each student write an example of each on a colored strip using the colored pens. They can correct each other's strips.

2. Illustrate the need for commas in a series with sentences in which omission of commas interferes with understanding.

   Example:
   a. Mary Sue, John Paul and Elizabeth Ann went to the library. (3 people)
   b. Mary, Sue, John, Paul, Elizabeth and Ann went to the library. (6 people)
   c. I want a baseball bat, stereo record, cowboy hat, and movie camera. (4 items)
   d. I want a baseball, bat, stereo, record, cowboy, hat, movie, and camera. (8 items)

3. Read a story from the Dr. Seuss collection aloud to students. On the chalkboard, list characters followed by a series of descriptive words and phrases from the story. Example: Grinch - stingy, slinky, old, wrinkled. Then have students write a description of the grinch, being sure to include at least five sets of items in a series.

CONTENT: Proofreading and Editing Skills--Punctuation

OBJECTIVE: The student will recognize and use the comma correctly.

SKILLS:	Uses commas with appositives	6
	Uses the comma with parenthetical expressions	6
	Uses the comma with nouns of address	3-6
	Uses the comma to avoid misreading	6

ACTIVITIES

1. Give the class simple sentence strips made of tagboard. As a group, add appositives, nouns of address, etc. (Be sure to teach only one skill at a time.)

   Example: Appositive - My uncle took me to the store.
   My uncle, the electrician, took me to the store.

   Nouns of address - Come here.
   John, come here.

   Later, read and discuss the possible answers. Stress the voice change where the commas are placed.

2. Prepare short story worksheets without commas. The stories must be read out loud for students to see that commas are placed in sentences sometimes to avoid misreading. Ask students where they would place the commas. After the sentences have the commas properly inserted, have students reread their stories, pausing at commas.

3. To establish a purpose for commas, distribute sentences whose meaning is changed when punctuation is added.

   Example: The teacher said the principal was not very good looking.
   "The teacher," said the principal, "was not very good looking."

   I don't want to eat Mother!
   "I don't want to eat, Mother!"

   Put the cookie down John.
   "Put the cookie down, John!"

   Have the students write their own tricky sentences to try out on their classmates.

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CONTENT: Proofreading and Editing Skills--Punctuation

OBJECTIVE: The student will recognize and use the comma correctly with introductory elements.

SKILL: Uses the comma with introductory words (yes, no, well) 4-6

ACTIVITIES

1. Give the children some simple questions. Have them answer the questions using introductory words and remembering to add commas. Read and discuss the different answers.

   Example: Do you like mystery books?
   No, I like animal books.

2. On the board, write several pairs of sentences of opposite meanings. The complexity of the vocabulary should fit the grade taught. Orally, direct students to answer yes or no to each sentence, after which they are to write their yes or no sentences adding the commas after each introductory word.

   Example: In the summer, the temperature in this air-conditioned room is lower than the temperature outside.

   In the summer, the temperature in this air-conditioned room is higher than the temperature outside.

3. The above activity can be expanded with advanced students or higher grades to include introductory statements.

   Example: I would like to travel.

   If I didn't work, I would like to travel.

CONTENT:	Proofreading and Editing Skills--Punctuation		
OBJECTIVE:	The student will recognize and use the comma correctly in instances of conventional usage.		
SKILLS:	Uses the comma between the day of the month and the year, and the names of cities and states	2-3	3***
	Uses the comma after last name when written first, and the greeting and closing of a letter	4-6	

ACTIVITIES

1. Make a class birth record. List the members of the class alphabetically, putting the last name first and emphasizing the use of the comma between the last and first name. Put dates and places of birth.

2. Display a letter on the overhead, chalkboard, or chart. Discuss the uses of all commas in the letter. During the year have the children write such letters as thank you letters to places they they have visited, to relatives, to a friend who is ill, etc. Review the uses of commas in letters each time before writing the letters. Suggest that the children mark commas they used in red to denote correct comma placement.

3. Have the students write to the Chamber of Commerce in different towns and states for tourist information and brochures. Display the materials received with captions showing the names of the cities and states and the dates the materials were received.

CONTENT:	Proofreading and Editing Skills--Punctuation		
OBJECTIVE:	The student will be able to correctly use the colon.		
SKILLS:	Uses colon for the time of day	2-3	3***
	Uses colon after the greeting in business letters	5-6	

ACTIVITIES

1. Have students collect advertisement business letters, T.V. Guide schedules, etc., which illustrate uses of the colon. Students may highlight the colons in yellow and tell why the colon was used.

2. In writing class letters, class schedules, etc., call attention to the use of the colon. Have rules for using the colon on a chart as a reminder for students.

3. On separate cards put punctuation marks being studied (periods, commas, colons, etc.) and rules for their usage. Mix them all up and have students match the mark with the rule for its usage.

   Example: $\boxed{:}$ Use this punctuation mark in writing the time of day.

   $\boxed{.}$ Use this punctuation mark at the end of sentences that state something.

4. Have students write a business letter to someone informing them of the schedule for the event. Follow up by proofreading for correct use of the colon.

CONTENT:	Proofreading and Editing--Punctuation	
OBJECTIVE:	The student will underline those words italicized in print.	
SKILLS:	Underlines titles of books	2-6
	Underlines titles of plays, magazines, and newspapers	6

ACTIVITIES

1. Make a chart, "Our Favorite Books." List student names and the title of the book. On the chart, let each student underline the title of his favorite book.

2. Have students interview their parents to determine their favorite magazine. Then have students make a graph showing the results, and underline the titles of the magazines.

3. Bring in books, magazines, and newspapers. Divide the children into groups and have them look for any italicized words. Have them copy the words, underline, determine and write why the words were italicized. After a limited amount of time (about 20 to 30 minutes), call the class together and discuss the findings.

CONTENT: Proofreading and Editing--Punctuation

OBJECTIVE: The student will recognize and use quotation marks.

SKILLS:

Uses quotation marks around titles of articles, short stories, short poems	5-6
Uses quotation marks around titles of essays	6

ACTIVITIES

1. After discussing the use of quotation marks around titles, pass out some laminated reading material you have created which includes titles of articles, poems, etc. Leave out all quotation marks. Read the material and discuss where the quotation marks belong, and have the students add quotation marks with a marker and discuss the answers.

2. At the beginning of the year, give each child a card or special sheet of paper with his name on it. Have him list and keep a record of any articles, poems, etc., which he reads during the year by writing the titles using quotation marks. From time to time check the cards and discuss the reading.

3. Have students locate and compile a list of articles, short stories or poems related to a topic of interest.

   As a follow-up, students may write a critique of the most informative or enjoyable selection.

CONTENT: Proofreading and Editing Skills--Punctuation

OBJECTIVE: The student will be able to use quotation marks appropriately with other punctuation.

SKILLS:		
	Uses quotation marks appropriately with periods and commas	5-6
	Uses the quotation mark appropriately with semicolons and colons outside quotations	6

ACTIVITIES

1. Supply several students with large cardboard commas, periods, and sets of quotation marks. Read orally a simple selection and have students with punctuation characters step forward when they are needed. Pupils in their seats should have a copy of the selection without punctuation marks.

2. Write on the chalkboard a selection from a language arts text or basal-text story, omitting quotation marks, commas, periods, colons, and semicolons. Ask the students to insert the commas and then compare their work with the text or a corrected sheet. Analyze and discuss any errors or omissions.

3. Have students write a dialogue between two or more people. Some sample topics might be: a dialogue between the student and a famous person in the present or in history, a dialogue with a book character, or a dialogue overheard from a famous pair.

CONTENT: Proofreading and Editing Skills--Punctuation

OBJECTIVE: The student will recognize and use the hyphen correctly.

SKILLS:
Uses the hyphen with compound numbers (twenty-one through ninety-nine) 4-6
Uses the hyphen to syllabicate words that are divided at the end of a line 4-6
Uses the hyphen with certain compound words (e.g., mother-in-law) 4-6

ACTIVITIES

1. Discuss the uses of the hyphen with the class. Then have them use any textbook or library book to find some hyphenated words by themselves. Make a list together of all words found and discuss the reason for the hyphen in each word. As a follow-up cut out articles from a newspaper. Pass them out and have the children look for hyphenated words of one type such as words that have been divided at the end of a line. Ask them to trace over the hyphenated words with a yellow highlighter.

2. For a homework assignment for a week, have the children list all hyphenated words they see (house numbers, on TV, in their outside reading, on billboards, etc.). At the end of the week discuss all the words and the reasons for the hyphen. Maybe a prize such as a pocket dictionary, paperback book or a crossword puzzle book could be awarded to the most observant child with the longest list.

3. Give the students a list of compound words and have them use a dictionary to look them up to see if they should be hyphenated or not.

   Example: free way
   mother of pearl
   self concious
   noon time
   Star Spangled Banner
   stick in the mud

CONTENT:	Proofreading and Editing Skills--Punctuation	
OBJECTIVE:	The student will recognize and use the apostrophe correctly.	
SKILLS:	Uses the apostrophe to form possessive singular nouns	2-6
	Uses the apostrophe to form possessive plural nouns	3-6
	Uses the apostrophe with contractions	3-6

ACTIVITIES

1. Discuss the use of an apostrophe with possessive singular nouns (later with plural nouns). Make a list on the board with the help of the class. (Ex.: Tom's dog, Mary's dress, school's flag) For the apostrophe use colored chalk for emphasis. Later play a game with the children by erasing the apostrophes, and have them take turns using the colored chalk to put it in the proper place. If chalkboard space is available, leave the list up and add new words as the students come across them in their reading.

2. Print words that need apostrophes on any kind of sturdy paper. Instead of putting the apostrophe, put a slit where it should be. Let the children cut apostrophes out of construction paper. Have the children first tell where they think the apostrophe belongs, then check their thinking by putting it in the slit. This activity could be altered by using the flannel board with felt apostrophes or children could make their own lists and use elbow macaroni for apostrophes.

3. A "Possessive Bee" could be played by dividing the class into two teams. One team would give an example; the other team would interpret its meaning. If Team II interprets correctly, they give Team I an example.

   Example:

Team I	Team II
John's hat	John has a hat.
Boys have boots.	Boys' boots

   Each time a team interprets correctly, it gets a point. (This might be altered by calling it "Football" or "Baseball" and as the team gets points, the "football" or "baseball" player moves ahead.)

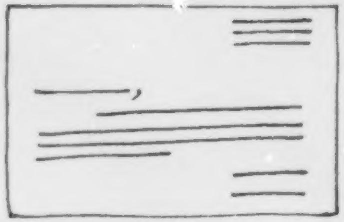
CONTENT: Proofreading and Editing Skills--Punctuation, Indenting

OBJECTIVE: The student will indent appropriately.

SKILL: Indents heading and closing in a letter 2-6

ACTIVITIES

1. Give students a duplicated form for writing a letter. Put lines in the appropriate place for the heading and closing. As a group, compose and write a thank you note or get well wish to someone. The body of the letter may vary.



2. Using the above form, write several letters with only the body complete. Laminate the letters so they can be used over and over. Have students read the body and, based on the clues in the body of the letter, decide whom the letter is from. A master list of letter writers and their addresses can be used to complete the headings and closings of the letter. Letters may be clues to characters in basal selections, historical figures, or people prominent in current events. Example:

   > It is very cold here in Valley Forge. My men do not have enough clothes or food. But we will not give up. What we are fighting for is too important.

   Students read the body of the letter and fill in the heading and closing of the letter, referring to the master list for addresses.

3. Make a "Dear Abbey" box. In the box put fictional letters stating a variety of problems that students might encounter in their daily living. Have students select a problem and write a letter of advice to the fictional student.

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CONTENT:	Proofreading and Editing Skills--Punctuation	
OBJECTIVE:	The student will indent and paragraph appropriately.	
SKILLS:	Indents the beginning of a paragraph	2-6
	Indents and forms a paragraph for each change of speaker in conversation	5-6
	Uses quotation marks appropriately for the exact words of of a speaker	4-6

ACTIVITIES

1. Using a short, narrative play have students note the indention used for each speaker. Compare this to a selection in any of the basals used to show paragraph indention in prose writing.

   As a follow-up, assign students character parts to read orally. Note that cues for change of speakers are obtained from the indention for the new paragraph.

2. As a whole class activity, create a short scene containing conversation between pupil and teacher. Have students describe the same scene in prose (less conversation). Compare the writing form for each.

3. Read students a book describing a bad day or some problem situation. (Example: Alexander and the Terrible, Horrible, No-Good, Very Bad Day by J. Viorst or Ira Sleeps Over by B. Waber) Have students write about a problem day in their life incorporating conversation in the account.

CONTENT: Proofreading and Editing Skills--Punctuation

OBJECTIVE: The student will indent appropriately.

SKILL: Indents in outlining 4-6

ACTIVITIES

1. Give each student a sample outline. Call attention to the fact that every outline has a title. Main ideas are always shown by Roman numerals even with the margin. Details supporting or explaining the main ideas are shown by capital letters and indented under the first letter of the of the topic. As a follow-up, give students sentence strips with each topic and subtopic. Have students reconstruct the outline, indenting the subtopics appropriately.

2. Give students the framework for an outline. Have students complete the outline by putting given main ideas and details in the right places.

Example:

Main Idea

Jupiter - Mercury

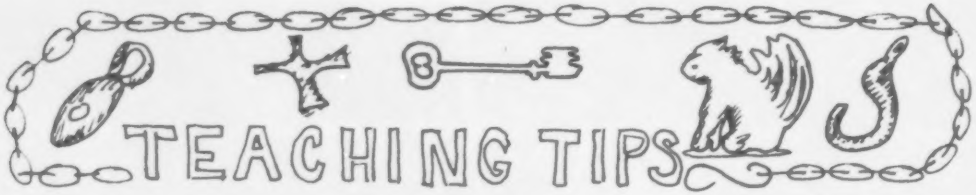
Details

Largest planet	Smallest planet
Streaked surface	Closest to the sun

Planets

- I. ______________
  - A. ____________
  - B. ____________
- II. ______________
  - A. ____________
  - B. ____________

3. Have students select a famous person and construct an outline for the following topics: childhood, education or training, and accomplishments. Students read to find details for each heading and construct an outline, indenting appropriately.



USAGE

The language patterns that a child uses in speaking and writing are an outgrowth of the language heard in the child's environment. There are numerous ways of conveying meaning in our language. "I ain't got no money," and "I don't have any money," communicate equally well. One, however, represents standard usage and the other does not. Usage, then, is the choice of language form that a student makes within a particular situation. Students must learn that usage, like etiquette, varies with the setting and situation. Some situations require very formal speech or writing; others require informal language. The student needs guidance in making the appropriate choice.

Just as the student's typical language patterns are an outgrowth of what is heard, standard usage is best learned by listening to or reading models of good usage. Direct the students' attention to patterns that are not socially acceptable in given situations and help them compare and contrast these to standard usage patterns.

Keeping a chart of the types of errors made by individual students provides direction for instruction. Students with common needs may be grouped.

In teaching any skill, such as the use of saw and seen, provide opportunities for the student to hear saw and seen used correctly. For example, students might listen to a puppet show script interviewing characters about the things they saw in Africa. Then give students an opportunity to use saw and seen orally. What did you see on the walk? etc. Oral activities should always precede written activities. Exercises such as filling in the blank with saw or seen may be used but should be preceded and followed by purposeful speaking and writing activities.

Teaching usage patterns in isolation does not bring about permanent change. The student must see a purpose for learning and activities should provide for integration of speaking, listening, reading, and writing.

Remember:
1. Provide models of good usage.
2. Make charts comparing and contrasting socially unacceptable patterns.
3. Precede written activities with spoken activities.
4. Keep records of usage errors and group pupils with common needs.
5. Teach skills in meaningful and purposeful contexts.

CONTENT: Proofreading and Editing Skills--Language Structure, Usage

OBJECTIVE: The student will use the predicates in agreement with subjects.

SKILLS:	Uses simple predicate to agree with simple subject	1-6	6***
	Makes predicate agree with subjects of varying complexity (compound subjects, collective nouns, and sentences beginning with there or where)	6	

ACTIVITIES

1. Construct the game "Missing Verb." Two boxes of cards are necessary. One box of cards contains a number of cards with incomplete sentences minus the verbs; the other box contains the verb cards. The first player draws one incomplete sentence card and one verb card. The verb should make good sense in the sentence. If it does not, the sentence is placed face up in the center of the table and other students play likewise. If a player chooses, he may claim the center card. The player completing the most sentences wins.

2. Prepare the activity called "Spill the Sentences." Two Pringle cans or coffee cans and an egg timer are needed for this activity. The cans are to be attractively decorated. Two sets of sentence strips are needed. One set should include predicates and the second set subjects. One child is to spill the strips from both cans. As the strips are spilled from the can, he turns the timer over. He is to match as many simple subjects and predicates as he can while the sand drops. At the end of the time period, he reads the sentences to see if they agree. An answer key is provided for possible answers. The student counts his correct answers. This activity can be played individually or with several players.

3. Make playing cards for a "Sentence Rummy" game. On the cards, write a variety of nouns, verbs, adjectives, adverbs, articles, conjunctions, and prepositional phrases. Deal six cards to each player. Put the others face down with one turned up. Students play as in "Rummy." Each student draws a card or takes the one turned up. He then must discard a card face up. The student tries to make a complete sentence. Whenever he has a complete sentence, he lays it on the table face up. A student may eliminate a card from his hand by adding it to some sentence already laid down. The first student to eliminate all his cards by putting them in a meaningful and correctly formed sentence wins.

CONTENT: Proofreading and Editing Skills--Language Structure, Usage

OBJECTIVE: The student will identify sentence fragments and run-on sentences.

SKILLS:
Recognizes and completes sentence fragments 4-6
Recognizes and corrects run-on sentences 4-6

ACTIVITIES

1. Have each child in the class write a sentence on a strip of paper and a fragment on another strip. Fold each strip and put in a bowl. Each child then draws a strip. He must identify the words as a sentence or a fragment. If he has drawn a fragment, he has one minute in which to correctly write a complete sentence.

2. Write duplicate sets of cards of paragraphs containing run-on sentences. The class is divided into two teams. One member from each team is given a run-on sentence card identical to his partner's card. On signal, each person reads his card. The first person to correctly give the number of sentences contained in the paragraph receives a point for his team. To receive an additional point, he must orally correct the paragraph by stating the correct sentences. The team receiving the most points wins.

3. Have a sentence treasure hunt. Write a famous proverb, quotation, or perhaps a fact being studied in a content area. Divide it into a number of words and phrases. Hide these parts around the classroom. Students locate the parts, leave them where they find them, and copy it on a sheet of paper without saying anything. The first to put the parts together into the complete sentence wins. Passages may be used instead of a sentence.

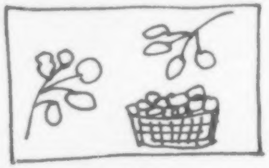
CONTENT: Proofreading and Editing Skills--Language Structure, Usage

OBJECTIVE: The student will use the appropriate noun form (singular or plural; regular or irregular).

SKILL: Uses appropriate noun form (singular or plural; regular or irregular) K-6

ACTIVITIES

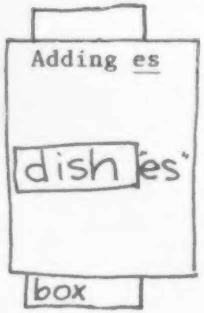
1. Give each student a plural word. Students are to think of a sentence about that word and illustrate it. When the pictures are complete, the students hold them up for their classmates to guess their sentence. Some sample words might be: berries, books, elves, deer, pennies, etc. As the students give their sentences listen for correct usage. Example:

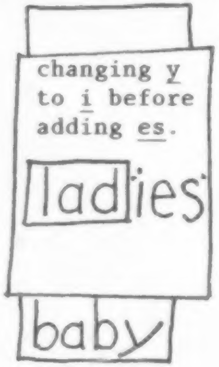


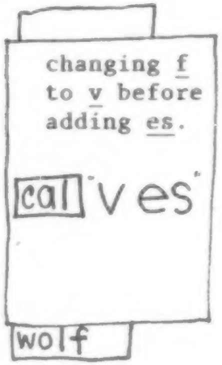
The berries are ripe.

As a follow-up, have students collect pictures from catalogues and magazines showing one object and more than one of the same object. Put the one on the front of a large index card. Put more than one on the back. Dictate or write sentences to go with each. For example: The boy is reading. The boys are playing.

2. Make a tachistoscope out of a legal size envelope. Cut off both ends and make a window in the center so that a word strip shows through. On the word strip write the singular noun so that when it is inserted in the envelope only the part needed to form the plural will show. Make an envelope to show adding s, changing y to i before adding es, changing f to v before adding es. Example:







As a follow-up, prepare a poster showing the rules for forming plurals. Number the rules. Have students hold up fingers to show the number of the rule which applies to sentences read to the students or to sentences written on a chart. For example, say: "The two girls were singing. What is the rule for girls?" Students would hold up one finger indicating Rule 1: For most words, add s.

3. Have students write couplets and a sentence to accompany each plural rule. Use a pattern such as the following:

   What is more than one fox? Foxes.
   What is more than one box? Boxes.

CONTENT: Proofreading and Editing Skills--Language Structure, Usage

OBJECTIVE: The student will distinguish among and use singular possessive nouns, plural possesive nouns, and contractions.

SKILLS:		
	Uses appropriate forms of singular possessive nouns	1-6
	Uses plural possessive nouns	2-6
	Distinguishes between contractions and possessives	4-6

ACTIVITIES

1. Give each child a copy of the newspaper. He is then instructed to circle all contractions on the front page (or a certain article) with a red pen, circle all possessives with a pencil, etc.

2. Hold a spelling bee using singular and plural possessives. Have the students spell aloud the correct singular or plural possessive noun chosen by the teacher.

3. Draw a family tree on the board. A discussion of family trees may be included. Each student is to use the family tree as a reference to fill in the following information. Apostrophes must be used in the answers.

```
               Bob         married         Beulah
                /                            /
        John          Sue            Tom               Betty
                /                            /
        Debbie        Jill           Mary      Mike      Jeff
```

1. Bob is ____________husband.
2. Tom is ___________brother, and __________husband.
3. Sue is _________daughter and __________ wife.
4. Mike is _________ son.
5. Mike and Jeff are _________ brothers.
6. Jill is __________ sister.
7. Bob is ___________ grandfather.
8. Beulah is ___________ mother.
9. Debbie is __________daughter.
10. Mary is ____________daughter.

CONTENT: Proofreading and Editing Skills--Language Structure, Usage

OBJECTIVE: The student will use the appropriate pronoun.

SKILLS:

Uses appropriate subject pronouns (I, we, he, she, it, you, they)	K-3	3***
Uses appropriate object pronouns (me, him, us, them)	1-6	
Uses pronouns in the nominative and objective case	6	
Uses appropriate singular possessive pronouns orally (my, mine, his, hers, yours)	K-3	3***
Uses plural possessive pronouns (our, ours, their, theirs, your, yours)	1-6	6***
Uses the appropriate demonstrative pronoun (this, that, these, those)	2-6	

ACTIVITIES

1. a. To assist the students in developing an awareness of standard pronoun usage, make a chart contrasting erroneous uses of pronoun with standard usage. Examples may be taken from oral errors recorded in class.

USING PRONOUNS

Using pronouns as subjects.	I and my sister... Bill and me... Her went...	My sister and I... Bill and I She went...
Using pronouns as objects	... with Susan and I.	... with Susan and me.
Using pronouns as demonstrative adjectives.	Them books are mine.	Those books are mine.
Using pronouns to show possession.	These books are mines.	These books are mine.
Using pronouns with antecedents.	Mary and Jane were there, and she saw him do it.	Mary and Jane were there, and they saw him do it.
Using correctly formed pronouns.	This is his'n. He talks to hisself.	This is his. He talks to himself.

Follow up with role playing activities requiring usage of these pronouns.

Example: Pretend you and your best friend just went on a tour of some remote jungle. I am going to interview you about what happened on the tour, and you must respond with a complete sentence, trying to incorporate pronouns.

(1) Who went on the tour? (John and I went on the tour.)
(2) What did you take? (We took our sleeping bags.)
(3) Who went with you? (Our guide went with us.)

For students having difficulty, a script could be followed or several students could model the correct usage for them.

2. Write a short paragraph on the board. Include nouns in place of pronouns. Select a child to read the paragraph orally, substituting the correct pronoun.

3. Have students listen to a tape recording of a conversation with usage errors. Record on a chart the kind of errors made and suggest alternative usage patterns.

CONTENT: Proofreading and Editing Skills--Language Structure, Usage

OBJECTIVE: The student will use the appropriate verb tense.

SKILLS:

Uses appropriate verb tense (present and past)	1-6
Uses appropriate inflectional ending to express verb tense and number (ing, ed, s, es, d, t)	2-6
Uses appropriate helping and main verb combinations	2-6
Uses simple future tense in sentences	3-6

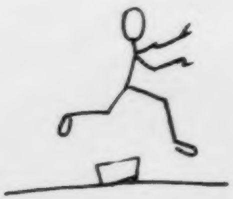
ACTIVITIES

1. Play an oral game called "Find Me A Job." Several children may play this game at one time. All except three children are given a main verb card such as: written, swim. The children holding these verb cards are the "Employers." The three other children (employees) hold cards with helping verbs such as: has, have, had. Each employer in turn holds his word card in front of the group and says, "Do I need help? Does anyone want a job?" If the word on his card needs a helping word, one of the three helpers who raises his hand may be chosen to stand beside him. Choose another child to use the word in a sentence.

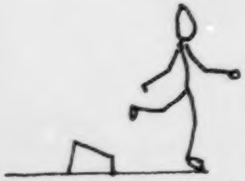
2. Keep a daily record of school activities, noting verbs. Example: At 8:30 school ________________. Fill in the blank with appropriate tense of verb. Some blanks should include events that will happen later in the day so that the future tense could be used.

3. Choose a verb and have the children illustrate various forms with simple illustrations. Example:

jumping



jumped



CONTENT: Proofreading and Editing Skills--Language Structure, Usage

OBJECTIVE: The student will use correctly formed negative statements.

SKILL: Uses correctly formed negative statements (refers to double negatives) 2-6

ACTIVITIES

1. Dramatize with puppets or students a skit modeling correctly formed negative statements. For example:

   Customer: Do you have any bananas, sir?
   Storekeeper: I'm sorry. I do not have any bananas.
   Customer: I'm a little hard of hearing. What did you say?
   Storekeeper: I have none.
   Customer: Did you say you have *one*?
   Storekeeper: I do not have *one*. I have *no* bananas.
   Customer: Oh, well I will take some apples.
   Storekeeper. I don't have any apples. I have no bananas and no apples.
   Customer: You don't have any bananas? You don't have any apples? Then I will buy nothing!

   As a fun follow-up to this activity, play the record, "Yes, we have *no* bananas."

   Call the students' attention to the negative words used and the need for avoiding double negatives such as, "We *don't* got *no* bananas."

2. Play "I Don't Have Any." Ask students question requiring a negative response. Silly questions might be used such as:

   a. How many children do you have?
   b. How many times have you been married?
   c. How many pieces of gum do you have in your mouth?
   d. Boys: How many hair ribbons are in your hair?

   Students may ask the questions once they get the idea.

3. Put incorrectly formed negative statements in a black pot or bulletin board pocket shaped like one. Make a caption for the pot:

    "Double! Double! Toil and trouble!
    Don't let the witch's brew trick you!"

    Students draw out an incorrectly formed negative statement and say it correctly.

CONTENT: Proofreading and Editing Skills--Language Structure, Usage

OBJECTIVE: The student will use a, an and the appropriately.

SKILL: Uses a, an, and the appropriately 1-3 3***

ACTIVITIES

1. Have students choose a career to pantomime for the group. Students make guesses concerning the occupation. Guesses must be in the form of a complete statement. You are an astronaut. You are an actor. You are a doctor. You are a nurse. After all have been guessed make an experience chart about the experiences. Example: "We pretended to be a career person. Jim was a fireman. Betty was an ambulance driver." See if students' can discover when a and an are used, that a is used before consonants and an is used before vowels.

2. Read Dr. Seuss' book, And to Think That I Saw It On Mulberry Street. Make a list of the things the boy imagined. He saw...an elephant, a chariot... Call attention to the correct use of a, an and the.

3. Students do not have to know the names of similes to use them in comparison. Give students a list of phrases to complete with a word prefaced by a, an, the.

   As wrinkled as a prune ________.
   As warm as ________________.
   As dark as ________________.
   As slow as ________________.
   As slippery as ______________.
   As dainty as _______________.
   As hairy as _______________.
   As sleepy as _______________.
   As tall as ________________.
   As straight as ______________.

CONTENT: Proofreading and Editing Skills--Language Structure, Usage

OBJECTIVE: The student will use comparative and superlative forms of adjectives.

SKILLS:

Uses descriptive words (orally)	K-2	2***
Uses comparative and superlative forms of adjectives appropriately such as fewer, fewest, better, best, more beautiful, most beautiful	2-6	

ACTIVITIES

1. Collect objects related to units of study. Let the children describe orally one object at a time. Let each child supply one describing word. Make a list to see how many different ones are used. Compare the objects using comparative and superlative forms of the given adjective.

2. Supply the class with construction paper and magazines. The children cut out one simple picture of a noun and glue it to construction paper. The children then cut out and glue as may describing words as possible that fit the picture. Write sentences about the picture incorporating the descriptive word.

3. Have each child choose a describing word that can have comparative and superlative forms. After deciding on the correct forms of the word, the child illustrates them, using pictures from a magazine. Example: The word young could be illustrated by using the picture of a teenager for young, a child for younger, and a baby for youngest. Discuss the fact that all things are relative. A 60 year old is young in comparison to a 100 year old. The tallest second grader is short when compared to the shortest sixth grader.

CONTENT: Proofreading and Editing Skills--Language Structure, Usage

OBJECTIVE: The student will edit and rewrite his own composition.

SKILL: Proofreads for language structure and mechanics in own writing 2-6

ACTIVITIES

1. Provide opportunities for chalkboard writing and editing according to the following steps:

   Step 1 - Tape magazine pictures on the chalkboard.
   Step 2 - The student writes a story about the picture beneath. Attention is given to the expression of ideas.
   Step 3 - Work with small groups of students to review and edit each story. The child who wrote the story is given first opportunity to make corrections, deletions, substitutions, related to content, mechanics, usage, etc.
   Step 4 - Other students are invited to make suggestions that will improve the story.
   Step 5 - When the story is revised to the satisfaction of the child-author, he rewrites the story on paper.

2. Plan writing activities with revision work in mind by asking students to write original copies of stories on every other line. The student can then add or delete without running into spacing problems.

3. Keep a checklist of skills related to structure and mechanics. Encourage students to read orally stories that they have written to edit for appropriate punctuation or to identify omissions. Refer to the checklist, and check errors which need additional work.

4. Keep a file of folders labeled with common mistakes in usage, punctuation, and capitalization. In each folder, place workbook pages, duplicating masters, etc. related to the skill. Students or teacher can select folders to meet individual needs identified on individual checklists.

5. Provide galley sheets for second, third, or final drafts. These are made from strips of butcher or shelf paper, approximately 8-1/2" x 36". The student reads the original story and decides how many pages of a book could be made from it. The galley sheet is then divided and ruled off accordingly. After the text is arranged on pages of the galley, rough illustrations are drawn which enhance the text. The manuscript is then edited for spelling, punctuation, sentence expression, sentence sense, etc.

Example:

Page 1	Page 2	Page 3	Page 4	Page 5	Page 6	Page 7	Page 8
Once upon a time in the woods	there lived three bears						

CONTENT: Proofreading and Editing Skills

OBJECTIVE: The student will edit paragraphs by deleting non-supporting sentences.

SKILL: Edits paragraphs by deleting non-supporting sentences 5-6

ACTIVITIES

1. Give students a paragraph related to a single topic. In each paragraph have one or more irrelevant sentences. The student draws a line through the non-supporting sentence.

   Example: On Sunday, we go to church. We come home, eat lunch, and rest for a while. Sometimes we go for a drive. At night we go back to church. On Saturdays we work.

   I like comedians. Bob Hope is my favorite comedian. I also like Red Skelton, Jack Benny, Bud Abbot, and Lou Costello. I like detectives, too.

2. Have students outline what they have written to check for overall organization. In each paragraph that the student has written, the main idea and supporting details should be noted. Delete any information which does not contribute to the main idea.

3. Conduct writing conferences with students. During the conference encourage students to read their manuscripts. Stimulate the students to expand vocabulary, combine sentences, develop paragraph unity, include beginnings, middles, endings or refine any other aspect of the writing that will clarify or enrich meaning.

CONTENT: Proofreading and Editing Skills

OBJECTIVE: The student will proofread and edit the compositions of others.

SKILL: Proofreads and edits compositions other than his own 6

ACTIVITIES

1. Encourage the use of common proofreading techniques to avoid excessive rewriting.

   P - new paragraph
   - new insert
   - delete

   / - don't capitalize
   - capitalize
   - spelling

   As a follow-up, copy students' errors on a tranparency and project it. As a class, proofread the selection using the above marking system.

2. Form a six-member proofreading and editing committee. Each committee member reads with a different purpose in mind: reading for sentence sense, reading for punctuation, reading to make general terms specific and vague terms clearer, reading for capitalization, reading for misspelled words, checking such items as margin, title, and the like.

3. Focus attention on writing errors by collecting mistakes made in publications. The collection could be called, "Goofs in Print."

   As a follow-up, collect jokes or humorous stories which emphasize misunderstandings due to improper use of words. Sources might include: Art Linkletter's Kids Say the Darndest Things, Bennet Cerf's The Life of the Party.

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